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ABSTRACT

This report, the first of two volumes, identifies effective practices used in 16 successful migrant education programs. On the basis of student outcome data, the projects were selected from 153 programs nominated by state directors of migrant education. Observation of project services; review of project records; and interviews with project staff, students, and parents revealed a core set of practices for improving migrant students' academic achievement, attendance, and educational and career aspirations. Successful migrant education projects were developed through practices such as the following: (1) canvass and network extensively to identify students in need; (2) ensure that students' instructional needs are met; (3) provide extra academic learning time; (4) provide proactive support services; (5) increase parent involvement; (6) decrease dropout rates; (7) use evaluation methods to monitor and increase program effectiveness; and (8) implement efficient program management strategies. This report describes specific practices in each of these areas, discusses factors to consider in attempting to replicate the practices in other migrant education projects, and presents illustrative vignettes. Appendices outline components of this study's conceptual model and also index the case studies found in Volume II. (SV)

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HANDBOOK OF EFFECTIVE MIGRANT EDUCATION PRACTICES

Volume I: Findings

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DEVELOPMENT ASSOCIATES, INC.
Arlington, Virginia

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Summary of Effective Migrant Education Practices

Identification and Recruitment

Effective projects actively seek out migrant students by:

- Intensive canvassing of the community;
- Networking with employers, social service providers and families of already recruited migrant students; and
- Word-of-mouth advertising.

Student Assessment and Placement

Effective projects carefully place their students and monitor their progress by such practices as:

- Monitoring of district testing for fair application to migrant students, including placement and diagnostic tests; and
- Use of supplementary information (e.g., records from the Migrant Student Records Transfer System-MSRTS) for needs assessment and placement.

Curriculum and Instruction

Effective projects help their students achieve academically through:

- Extra instructional time for students and maximum use of academic learning time;
- A positive climate for learning; and
- Coordination of instructional services within school and across sending and receiving schools.

Parent Involvement

Effective projects encourage parent participation and help parents to support their children in school through:

- An active migrant education parent advisory committee (PAC);
- Activities and events such as student award ceremonies, open houses, and dinners that bring parents into the schools; and
- Training programs, workshops, and conferences for parents.

Support Services

Based on the assessment of each child's needs, effective projects assemble an appropriate mix of services. Services may include some combination of the following:

- Advocacy, general assistance, and referral for migrant families and students to community services;
- Personal and career counseling for students;
- Supplemental health care and nutrition services for students;
- Transportation services for students; and
- Coordination with other community organizations.

Administrative Management and Resources

Effective projects are well managed and make use of local support. Their attributes include:

- Program leadership, whereby directors communicate project goals and objectives and provide staff with leeway for innovation;
- Organizational support, including access to the highest levels of district administration and district-school co-management of project services;
- Staff who are dedicated to the children and who have extensive technical knowledge;
- Effective use of fiscal and in-kind resources from a variety of sources, including charitable funds and contributions;
- Maximal use of special program partnerships with community organizations and other special instructional programs;
- In-service training to maintain and upgrade staff skills; and
- Adequate facilities, including access to an MSRTS terminal.

Dropout Prevention

Effective projects work at keeping students in school, beginning at the elementary or middle school grades. For example, there are:

- Extended day programs combining extra academic assistance (e.g., tutoring) with recreational activities; and
- Part-day, evening, and weekend academic counseling and career guidance programs combined with part-time work opportunities.

Evaluation

Effective projects monitor and assess their own efforts. They provide for:

- Process evaluation to examine and improve program operations ; and
- Outcome evaluation to examine the effectiveness of the project on the students.

HANDBOOK OF EFFECTIVE MIGRANT EDUCATION PRACTICES

Volume I: Findings

by

Blair A. Rudes
JoAnne L. Willette

February 1990

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This study was performed under a contract with the United States Department of Education. However, the opinions, conclusions, and recommendations expressed herein do not necessarily reflect the positions or policies of the Department of Education, and no official endorsement by the Department of Education should be inferred. The amount charged to the U.S. Department of Education for the work resulting in this report is approximately $263,500.

VOLUME 1

CONTENTS

	Page
PREFACE	vii
EXECUTIVE SUMMARY, INCLUDING FINDINGS AND RECOMMENDATIONS	ix
Section	
I. INTRODUCTION	I-1
Background	I-1
A Profile of Migrant Students	I-1
Purpose of this Study	I-2
The Conceptual Model	I-3
Sample Selection	I-4
Organization of Volume I	I-5
II. IDENTIFICATION AND RECRUITMENT PRACTICES	I-13
Components of Success	I-13
Intensive Home Visits	I-13
Networking	I-14
Word-of-Mouth Advertising	I-16
Coordination with School Enrollment Staff	I-17
III. ASSESSMENT OF STUDENT NEEDS AND PRIORITIZATION OF SERVICES	I-19
Components of Success	I-19
Ensuring Fair Application of District Assessment and Placement Procedures	I-19
Provision of Supplemental Information	I-20
IV. CURRICULUM AND INSTRUCTION	I-23
Components of Success	I-23
Instructional Services During the Regular School Day	I-23
Extensions of the School Day	I-25
Instructional Services in Summer Programs	I-26
Providing a Positive Climate for Learning	I-26
Coordination with Other School Districts and Schools	I-29
Coordination with Other Instructional Programs in the School	I-29
Coordination between Summer Programs and Regular-School-Year Programs	I-31
V. SUPPORT SERVICES	I-33
Components of Success	I-33
Advocacy, General Assistance, and Referral	I-33
Counseling	I-34
Health Care Services	I-35
Student Nutrition Services	I-37
Student Transportation Services	I-39
Coordination with Other Community Organizations and Agencies Serving Migrants	I-39

		Page
VI.	PARENTAL INVOLVEMENT	I-41
	Components of Success	I-41
	Active Parent Advisory Committees	I-41
	Activities and Events Involving Parents at the School	I-43
	Training, Workshops, and Conferences for Parents	I-43
VII.	DROPOUT PREVENTION	I-45
	Components of Success	I-45
	Elementary and Middle School Dropout Prevention	I-45
	Secondary School Dropout Prevention	I-46
	Other Approaches	I-50
VIII.	EVALUATION	I-51
	Components of Success	I-51
	Process Evaluation	I-51
	Outcome Evaluation	I-52
IX.	ADMINISTRATIVE AND MANAGEMENT RESOURCES	I-55
	Components of Success	I-55
	Program Leadership	I-55
	Organizational Support	I-57
	Fiscal Resources	I-58
	Partnerships	I-58
	Staff Qualifications and In-service Training	I-59
	Facilities	I-62
X.	REPLICATION AND TRANSFER OF PRACTICES	I-63
REFERENCES		I-65
APPENDIX A:	Conceptual Model for this Study	A-67
APPENDIX B:	Topic Index to Case Studies in Volume II	B-73

Page

VIGNETTES

1. RECRUITING BY BUS, Owatonna, Minnesota I-15

2. MAKING THE TOUGH CHOICES, Hatch Valley, New Mexico I-21

3. LEARNING TO BE GOOD CITIZENS, Dodge City, Kansas I-27

4. TRI-STATE COORDINATION, Princeville, Illinois. I-30

5. HELPING THE FAMILY, Immokalee, Florida I-36

6. REACHING FOR THE STARS, Snyder, Oklahoma I-38

7. LEARNING TO WORK HARD PAYS OFF, Region VIII, Tulare-Kings Counties, California I-42

8. MAKING THE HONOR ROLL, Region XI, Watsonville, California. I-47

9. EVALUATING A PROGRAM OF SHORT DURATION, State University College at New Paltz, New York. I-53

10. LISTENING TO STAFF IDEAS, Immokalee, Florida I-56

11. CREATING QUALIFIED TEACHERS, Region XI, Pajaro Valley U.S.D., California I-61

EXHIBITS

1. THE 16 VISITED CASE STUDY PROJECTS I-7

2. OVERVIEW OF THE 16 VISITED CASE STUDY SITES. I-9

3. ATTRIBUTES OF EFFECTIVENESS EXHIBITED BY THE VISITED PROJECTS. . . . I-10

4. SERVICE DELIVERY MODELS FOR ACADEMIC ASSISTANCE. I-24

PREFACE

This document is Volume I of the final report of a study that was conducted by Development Associates, Inc., between 1987 and 1989 for the U.S. Department of Education's Office of Planning, Budget, and Evaluation. This volume presents the general findings from an analysis of efforts to improve the performance of migrant students in elementary and secondary public schools. Volume II contains 16 case studies of effective programs for serving currently and formerly migrant students during the regular school year and summer term (Rudes, Willette, and Shapiro, 1989).

The study is a result of the U.S. Department of Education's interest in identifying effective practices for educating migrant students. The department was particularly eager to identify practices that could be successfully replicated in other programs serving migrant students.

During the course of this study, data were collected from 148 migrant education programs which offered a range of instructional services for migrant students and which were geographically dispersed throughout the country. First, telephone interviews were conducted with representatives from each of these sites; then, case studies were conducted at 16 sites. As a result, this report is based on a wealth of information about diverse efforts being undertaken to improve the educational opportunities for migrant students.

Significant guidance was provided throughout the study by James English, the project monitor for the study in the U.S. Department of Education's Office of Planning, Budget, and Evaluation. We gratefully acknowledge his support. The study also benefited from the thoughtful suggestions on substantive and technical issues from Dustin Wilson, William Stormer, and Doris Shakin of the staff of the U.S. Department of Education's Office of Migrant Education.

We would like to acknowledge the support of the study's six technical advisers who supplied constructive guidance at key stages during the study: John R. Shaffer, manager, Office of Migrant Education, California State Department of Education; Joseph E. Dunn, consultant, Migrant Student Record Transfer System; Brenda Pessin, coordinator, Illinois Migrant Education Resource Project; Stewart C. Purkey, assistant professor, Lawrence University; Beverly Pringle, Education Intervention Associates; and Graham J. Burkheimer, Research Triangle Institute. Their assistance in identifying effective programs and reviewing study questionnaires and reports is very much appreciated.

Special thanks are extended to the state directors of migrant education, the local school district administrators, migrant education project staff members, school principals, teachers, aides, migrant students, and migrant parents who completed questionnaires, permitted interviews, permitted access to records, and in general supplied firsthand information on migrant education project services and operations. The quality of any study ultimately rests on its data, and local school personnel were uniformly willing to help the study achieve its goal.

The members of the Development Associates team who carried out this project are Blair A. Rudes, project director; Lila Shapiro, migrant education program specialist; and D. Scott Bell, Rene Cardenas, JoAnne L. Willette, and Annette Zehler, design and analysis specialists. Site visits for data collection were conducted by Blair A. Rudes, Lila Shapiro, D. Scott Bell, and JoAnne L. Willette.

Finally, although we are thankful for the assistance provided by others, the authors alone are responsible for the contents of this final report.

Blair A. Rudes
JoAnne L. Willette

Development Associates, Inc.

December, 1989

EXECUTIVE SUMMARY

INCLUDING FINDINGS AND RECOMMENDATIONS

Background

The migrant student population as a whole shares nearly all the characteristics of other disadvantaged student populations, including low socioeconomic status, limited English proficiency, poor health, low parental aspirations for their children's education, and high dropout rates. But for migrant students, the deleterious effects of these factors are compounded by the students' mobility and the resulting interruptions in their schooling. An additional factor is that migrant students receive their education primarily in rural schools, which are generally less equipped than urban schools to provide the special services needed to assist such disadvantaged students.

Purpose of this Study

The current study was designed to accomplish three major objectives: (1) to identify effective migrant education projects, as reflected in significant student gains in academic achievement or other student outcomes (e.g., decrease in dropouts, improvement in attendance); (2) to describe in individual case studies the major characteristics and services of these projects that contribute to the positive student outcomes; and (3) to isolate effective practices that might be replicated in other schools and school districts serving migrant students.

Overview of the Study Design

During the spring of 1988, the study staff requested nominations of effective migrant education projects from state directors of migrant education and also reviewed projects that had been recommended for compensatory education recognition programs. As a result, 153 candidate projects were identified. Seventeen projects were selected for data collection and reporting in this study, partly on the basis of a review of student outcome data submitted by the projects. The types of outcome data received from the projects varied, but generally indicated improvements in such things as scores on standardized achievement tests, state competency tests, criterion-referenced tests, and English proficiency tests, as well as increases in attendance, grade promotion, and graduation rates. After the sites had been selected, one site informed study staff that it would not be

operational during the summer of 1989 and thus could not be included in the study. As a result, 16 projects were visited.

Study staff visited each project for at least one week, during which time they conducted interviews with district, school, and program staff persons, including migrant education and regular classroom teachers, and with students, parents, and community members. In addition, they observed a range of project services and reviewed district and project records.

Findings and Recommendations

The migrant education projects examined in this study included all-year, regular-school-year, and summer-term projects as well as projects serving preschool, elementary, middle, and secondary school students. Analyses of the data from these projects revealed a core set of practices for improving migrant students' academic achievement, attendance, and educational and career aspirations.

The practices employed at the 16 visited projects to address the specific needs of migrant students are summarized in the paragraphs that follow. These practices can guide other schools and districts in developing services to serve migrant students, and can be used to increase the effectiveness of projects already in place. The practices are followed by recommendations for steps to improve project administration and management, and thus to improve the educational opportunities for migrant students.

1. Canvass and Network Intensively to Identify and Serve All Students in Need

To be successful, projects must reach all the students who need their services. Accomplishing this goal requires that a project staff:

- "Beat the bushes," that is, actively, diligently, and continously seek out migrant students. This task includes intensive canvassing of the migrant community door-to-door; networking with employers, health care providers, and other social service agencies in the community that serve migrants, as well as with the families of already recruited migrant students; establishing a presence in the local migrant community to foster word-of-mouth advertising of the program's availability; and, maintaining close contact with school officials responsible for student enrollment in order to be informed of new enrollees who might be migrant students.

2. Ensure That the Instructional Needs of the Migrant Students Are Being Met

Once the migrant students have been recruited into the program, every effort should be made to assess their needs fairly and accurately and to place them at the appropriate instructional levels. Project staff should:

- Make sure that the existing district procedures are applied fairly to migrant students including assisting students in obtaining diagnostic tests (hearing, speech, language ability, etc.) or administering the tests to the students when they arrive out of sequence with the district's normal testing schedule; and

- Provide supplementary information in the needs assessment and placement process, particularly for currently migrant students. Additional information may include MSRTS data, information from parent interviews, and information obtained by contacting the child's previous school.

3. Provide Extra Academic Learning Time

Beyond ensuring that the content of supplementary instruction and the materials used are appropriate to the needs of the students and that the staff members are qualified, programs must select the appropriate approaches for delivering instructional services to students. Several approaches are being used successfully during the regular school year to provide extra academic learning time and tutorial services for migrant students, including the in-class model, the replacement model, the pull-out model, and the extended-day/after-school model. A number of school districts also have summer migrant education programs. In providing instructional services, the project staff should:

- Match the approach used for the delivery of instructional services to local needs. The appropriateness of each of the models mentioned above depends, among other things, on the ratio of migrant students to nonmigrant students in the class, the transience of the migrant students during the school term, and the type of curriculum.

- Provide a positive climate for learning by selecting an instructional model that is least likely to stigmatize the migrant student, by having some staff with the same linguistic and cultural background, by instilling the love of learning in the student, and by building the student's self-esteem in the academic environment.

- Coordinate instructional services for migrant students within the school and with the sending and receiving schools. Coordination of instructional services within schools is usually done through the transmission of test results, grades, and other reports from teacher to teacher and through informal teacher conferences for each migrant student. The dominant mode for

coordination between school districts is the Migrant Student Records Transfer System (MSRTS). However, some schools coordinate directly with the home-base school or receiving school, and some use common instructional materials such as the Portable Assisted Study Sequence (PASS).

4. Provide Support Services as Needed

All the visited projects took a holistic approach to serving the academic needs of the migrant students. Many of the migrant students and their families have multiple needs that, if not addressed, could interfere with the children's education. Therefore, the migrant education program provides for supplementary support services in areas such as counseling, nutrition education, health care services, and transportation. Families may also need referral assistance for housing, employment, and other types of services. Strategies for the provision of support services require that project staff:

- Take a proactive, rather than reactive approach, that is, provide advocacy, general assistance, and referral to all types of educational, health, and social services; provide not only academic counseling but career counseling with the goal of raising the students' and their families' educational aspirations; assist with supplementary health care, particularly in areas such as dental care, which are not ordinarily covered by other health services; arrange for nutrition services, especially for summer programs, through means such as U.S. Department of Agriculture subsidies; make extra learning time and support services accessible by providing transportation when it is needed; and coordinate with community agencies to maximize the accessibility to services for migrant students and their families.

5. Increase Parent Involvement in Their Children's Education

Migrant parents can be a positive influence on their children's education. Therefore, every effort should be made to help the parents understand the significance a good education has for their children's future. Project staff can help parents develop a positive attitude and supportive behavior toward their children's education through:

- Getting the parents involved by developing an active migrant education parent advisory committee (PAC); inviting the parents to activities and events at school that involve their children; and offering training programs, workshops, and conferences on topics such as parents-as-teachers and parent assertiveness.

6. Increase Retention of Migrant Students and Decrease the School Dropout Rate

Migrant students drop out of school at an exceptionally high rate. A number of the visited projects have implemented services that have shown success in dealing with this problem. Some effective practices are:

- In the elementary grades, provide supplementary services to help at-risk students achieve success in school, develop good study habits, and above all, develop an interest in attending school. A model that has shown success in some projects is to provide an extended-day, homework center combined with recreational activities.

- At the secondary level, provide at-risk students with personal and career/vocational counseling and with extra tutorial and homework assistance; find and attract back to school students who have dropped out by providing flexible course offerings or part-time study combined with work opportunities.

7. Use Evaluation to Improve Project Effectiveness

A good evaluation can be used to monitor the project's progress toward achieving its stated goals and to assess the project's overall effectiveness. Staff should:

- Use process evaluation to assess project procedures and outcome evaluation to assess overall effectiveness. Process evaluation was often accomplished by the visited projects through such informal mechanisms as observations and conversations with staff and students. Outcome evaluation nearly always involved formal means, such as student testing and teacher surveys.

8. Develop and Implement Efficient and Effective Program Management Strategies

The practices just described can be adopted by migrant education projects across the nation to improve educational opportunities for migrant students. School districts can take a number of administrative and management steps to promote the overall success of these projects. These are:

- Assign a project director who is a strong leader, that is, one who clearly and authoritatively communicates project goals and objectives and provides staff with leeway for innovation; in addition, provide the director with direct and immediate access to the highest levels of district administration to ensure that the program can obtain the necessary resources and has input into district policy.

- Maximize resources by actively soliciting in-kind, charitable, and other funds and contributions from other agencies and businesses in the community, and by entering into partnerships with other instructional programs in the district and with local agencies for the provision of services to migrant students.

- Provide facilities, including offices and classrooms, that are large enough for the purpose.

- Establish direct access to the Migrant Student Records Transfer System (MSRTS) so that turnaround time for records is minimized. Information on student needs must be in the hands of those responsible for needs assessment and service selection as quickly as possible once a student is recruited and enrolled. Ideally, a project should have its own MSRTS terminal. However, through use of facsimile machines and other forms of communications technology, satisfactory turnaround times for records can be obtained even without a terminal.

- Expend the time and resources needed to attract and recruit qualified, dedicated staff who are truly interested in advancing the educational opportunities of migrant students, and give staff members the in-service training required to maintain and improve their skills.

The findings show that the success of migrant education projects depends in large part on the quality and enthusiasm of project staff and the establishment of solid, cooperative working relationships among project staff, school and district staff, and the migrant and nonmigrant communities. The combined, coordinated investment of effort by all these groups is essential to the improvement of migrant students' educational and social opportunities.

I. INTRODUCTION

Background

In the authorization of the Migrant Education Program (MEP) as part of Title I of the Elementary and Secondary Education Act, amended by Chapter 1 of the Education Consolidation and Improvement Act (P.L. 97-35), Congress recognized that special factors interfere with migrant students' ability to obtain an equitable education. Migrant students face some problems--particularly, discontinuity in instruction because of great mobility--that may not be shared by other disadvantaged children. Any definition or application of effective practices for migrant students must take such differences into account.

A Profile of Migrant Students

Approximately 350,000 students are served by the Chapter 1--Migrant Education Program; of these 75 percent are Hispanic, 12 percent are white (non-Hispanic) 4 percent are black (non-Hispanic), 3 percent are Asian or Pacific Islanders, 2 percent are American Indians/Alaska natives, and 4 percent are of other or unspecified race (Henderson, Daft, and Gutmann, 1989). Of the students served by the program, 47 percent are currently migrant, meaning that they have moved across school district lines at least once during the past 12 months; the other 53 percent are formerly migrant, meaning that they have moved across school district lines at least once in the past 5 years but not within the past 12 months.

The migrant student population as a whole shares nearly all the characteristics of other disadvantaged student populations, including low socioeconomic status, limited English proficiency, poor health, low parental aspirations for their children's education, and high dropout rates. But for migrant students, the deleterious effects of these factors are compounded by the students' mobility and the resulting interruptions in their schooling (Interstate Migrant Education Council, 1987; Johnson et al., 1985). Furthermore, migrant students receive their education primarily in rural schools, which are generally less equipped than urban schools to provide the special services needed to assist such disadvantaged students.

Purpose of this Study

The current study was designed to accomplish three main objectives:

1. To identify effective migrant education projects, as reflected in significant gains in academic achievement or other student outcomes (e.g., decrease in dropouts, improvement in attendance);
2. To describe in individual case studies the major characteristics and services of these projects which contribute to the positive student outcomes; and
3. To isolate the practices that might be replicated in other schools and school districts serving migrant students.

An "effective" migrant education practice is not necessarily an "innovative" or "unusual" practice. Even though the migrant student population has some unique characteristics, the practices that contribute to migrant student success are often those that are effective for students in general (e.g., the teacher's use of praise, good classroom management practices). Furthermore, the migrant education program as a compensatory education program shares many characteristics with other compensatory education programs, including those used by the Chapter 1--Effective Compensatory Education Project Recognition Program (Griswold, Cotton, and Hansen, 1986):

- Clear project goals and objectives;
- Coordination with the regular school program and other special programs;
- Parent and community involvement;
- Professional development and training;
- Strong leadership;
- Appropriate instructional materials, methods, and approaches;
- High expectations for student learning and behavior;
- Positive school and classroom climate;
- Maximum use of academic learning time;
- Closely monitored student progress;
- Regular feedback and reinforcement;
- Excellence recognized and rewarded; and
- Evaluation results used for project improvement.

At the same time, the migrant education program serves a particular population, migrant students, with special characteristics and needs. Thus, certain of the practices found in effective migrant education projects could be expected to be specific to migrant education. Through a review of the literature on migrant education and rural schools and discussions with the study's technical advisers, the following attributes were identified as potentially characteristic of effective migrant education projects:

- Community support for the program;
- Coordination between regular and summer programs;
- Coordination between sending and receiving schools;
- Coordination between migrant program and other agencies serving migrants;
- Thorough outreach efforts;
- Thorough recruitment efforts;
- Support services geared to promoting students' learning potential (e.g., medical, dental);
- Support services that encourage and maintain students' interest in attending school (e.g., cultural activities, extracurricular activities);
- Understanding of migrant life-style by staff;
- Involvement of the parents in their children's education;
- Coordination of instruction with other teachers and programs.

A major purpose of the data collection and analysis for this study was the verification that these attributes given above were present at effective migrant education project sites. In addition, study staff made every effort to determine whether there were any other features of effective migrant education projects that contributed to their success.

The Conceptual Model

To guide the design of the site selection criteria and the data collection instruments for the case studies, the study staff designed a conceptual model that takes into account research findings from the school effectiveness literature, the literature on rural education, and the literature on migrant students. In the development of this model, one focus was on identifying the extent to which the factors identified in research within urban schools also apply to migrant students and to what extent the school effectiveness findings must be modified in their application to migrant students. Therefore, it was important to use the school effectiveness findings but to modify, expand, and refine these findings in order to reflect those factors that are suggested by the research on rural education and on migrant students.

Exhibit A.1 in Appendix A presents the conceptual model that was used to guide the study design. The factors that are included within each of the model components are listed in Exhibit A.2, Appendix A. The model includes six major components: administrative/organizational characteristics, student/parent background characteristics, support services, instructional service characteristics, student outcomes, and implementation characteristics (implementation processes and activities that can be relevant to any of the five preceding components of the model).

Sample Selection

During the spring of 1988, study staff obtained nominations of effective migrant education projects from state directors of migrant education and a review of projects recommended for the Chapter 1--Effective Compensatory Education Project Recognition Program, a review of presentations at migrant-stream conferences, and a review of projects whose staff had been recognized by the MSRTS Master Teacher/Master Health Provider Recognition Program. As a result, 153 projects were nominated.

The study staff conducted a telephone interview with each project to obtain sampling information. Of the 153 projects, 148 responded to the telephone interview (5 candidate projects were no longer operational). The surveyed projects were also asked to submit aggregated student-level outcome data to document their projects' effectiveness. Despite repeated callbacks, both to the projects and, where appropriate, to state directors of migrant education, only 63 projects submitted outcome data. A total of 16 projects stated that no aggregated outcome data were available, while 69 projects that promised to send the data did not send it in time to be used in drawing the sample.

The types of outcome data received from the projects varied, but most data indicated improvements in scores on standardized achievement, state competency, criterion-referenced, or English proficiency tests, as well as increases in attendance, grade promotion, and graduation rates. As an example, the Snyder, Oklahoma, migrant education project showed normal curve equivalent (NCE) gains for migrant students in reading, language arts, and math above the state and national averages. Another project, the Region XI AYUDE (Assisting Youth Undergoing Dropout Experiences) Project in Watsonville, California, showed an increase in migrant student graduation rates from 26.7 percent in 1982-86 to 31.7 percent in 1987-88.

The study staff reviewed data obtained from the 63 projects according to the attributes of effective programs discussed earlier. By this process, 17 projects were selected for data collection and reporting in this study. The selected projects were in fifteen states, two in California and Idaho and one each in Arizona, Florida, Georgia, Illinois, Kansas, Maryland, Minnesota, Mississippi, Montana, New Mexico, New York, Oklahoma, and Texas. Seven of the projects were in the Western migrant stream, five were in the Central migrant stream, and five were in the Eastern migrant stream. There were five regular-school-year projects, seven summer-term projects, and five year-round projects.

After 17 sites had been selected, the site in Georgia informed study staff that it would not be operational during the summer of 1989 and thus could not be included in the study. As a result, 16 projects were visited. The names and locations of the visited projects are provided in Exhibit 1. A summary of selected characteristics of these projects is provided in Exhibit 2.

Each project was visited for approximately a week by one staff member.[1/] During the site visit, the staff member conducted interviews with district, school, and program staff persons, including migrant education and regular classroom teachers, and with students, parents, and community members. In addition, the staff member observed a range of project services and reviewed district and project records. Case studies of each project, based on the on-site data collection, have been published in Volume II of this report.

As noted earlier, one aim of the data collection was to confirm the presence of the attributes of effectiveness at the visited projects. Nearly all the projects exhibited all these attributes to some extent, but as Exhibit 3 shows, certain attributes stood out at each site.

Organization of Volume I

This report describes the study's findings regarding effective practices for serving currently and formerly migrant students in public elementary and secondary schools. The sections of the report that follow are:

- Section II--approaches to identifying and recruiting migrant students;
- Section III--strategies for assessing the needs of migrant students and determining the sets of services with which they are provided;
- Section IV--effective methods for providing supplemental instruction to migrant students;
- Section V--support services that promote migrant students ability to learn in school;
- Section VI--approaches to increasing the involvement of parents of migrant students in their children's education and in the program and the school;

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[1]The one exception was the Region VIII Tulare-Kings Counties Migrant Education Program in Visalia, California, which, because of its unusually large size and diversity of services, was visited by one staff person for two weeks.

- Section VII--strategies for dropout prevention and dropout intervention among migrant students;
- Section VIII--strategies for evaluating migrant education projects; and,
- Section IX--administrative and management resources used by school districts and others to support the operation of effective migrant programs.

Each of sections II through IX begins with an overview of the study's findings. The overview is followed by a discussion of specific practices that appear to contribute to the effectiveness of the visited projects. The sections also contain vignettes to illustrate the findings. Section X provides a discussion of factors that should be taken into consideration in attempting to replicate any of the practices described herein in other migrant education projects. Two exhibits related to the conceptual model are presented in Appendix A, and an index to the Volume II case studies is given in Appendix B.

EXHIBIT 1. The 16 Visited Projects

Summer Migrant Education Program
Dysart Unified School District #89
Route 1, Box 703
Peoria, AZ 85345
Tel. (602) 977-7281

Region VIII Migrant Education Program
Tulare-Kings Counties
7000 Doe Avenue, Suite B
Visalia, CA 93291
Tel. (209) 651-3035

Region XI Migrant Education Program
Pajaro Valley Unified School District
201 Brewington Avenue
Watsonville, CA 95076
Tel. (408) 728-6213

Migrant Education Program
Collier County Public Schools
614 South 5th Street
Immokalee, FL 33934
Tel. (813) 657-2533

Migrant Education Program
Minidoka County School District #331
Migrant Education Building
213 South C Street
Rupert, ID 83350
Tel. (208) 436-4727

Upper Valley Joint Migrant Education Program
Fremont County School District #215
Central Elementary School
425 North 3rd West Street
St. Anthony, ID 83445
Tel. (208) 624-7438

Princeville Chapter 1 Summer Migrant Education Program
Princeville Grade School
602 N. Town Avenue
Princeville, IL 61559
Tel. (309) 385-4994

Summer Migrant Education Program
Dodge City Unified School District
1000 Second Avenue, Box 460
Dodge City, KS 67801
Tel. (316) 225-4189

(Exhibit 1, continued)

Dorchester Summer Migrant Education Program
Board of Education
P.O. Box 619
Cambridge, MD 21613
Tel. (301) 228-4747

Owatonna Summer Migrant School
Owatonna Independent School District #76
515 West Bridge Street
Owatonna, MN 55060
Tel. (507) 451-9513

Hancock-Harrison Migrant Education Program
246 Dolan Avenue
Gulfport, MS 39501
Tel. (601) 896-1211

Glendive Summer Migrant Education Program
Jefferson School
P.O. Box 701
Glendive, MT 59330
Tel. (406) 365-4155

Hatch Valley Summer Migrant Education Program
Hatch Valley Municipal Schools
P.O. Box 790
Hatch, NM 87937
Tel. (505) 267-9292

Mid-Hudson Summer Migrant Education Program
Mid-Hudson Migrant Education Center
State University College at New Paltz
P.O. Box 250
New Paltz, NY 12561
Tel. (914) 257-2185

Snyder Migrant Education Program
Snyder Public Schools
P.O. Box 368
Snyder, OK 73566
Tel. (405) 569-2773

Migrant Education Program
McAllen Independent School District
2000 North 23rd
McAllen, TX 78501
Tel. (512) 686-0515

EXHIBIT 2. Overview of the 16 Visited Case Study Sites

Site	Period of Operation	Migrant Stream	Type of Program	Number of Migrant Students Served		Grades Served	Effectiveness Data
				Current	Former		
Dysart M.E.P. Peoria, Arizona	Regular term	Western	Single school district	260	515	PK-12	Standardized achievement gains
Region VIII M.E.P. Visalia, California	All year	Western	Multiple school districts	3,602	7,818	PK-12	Standardized achievement gains
Region XI M.E.P. Watsonville, California	All year	Western	Single school district	4,494	152	PK-12	Graduation rates
Collier County M.E.P. Immokalee, Florida	Regular term	Eastern	Single school district	2,709	1,440	PK-12	Standardized achievement gains
Minidoka County M.E.P. Rupert, Idaho	Regular term	Western	Multiple school districts	329	141	PK-12	Language assessment gains Standardized achievement gains
Upper Valley Jt. M.E.P. St. Anthony, Idaho	Regular term	Western	Multiple school districts	163	225	K-12	Language assessment gains
Princeville Summer M.E.P. Princeville, Illinois	Summer term	Central	Single school district	71	0	PK-12	Criterion score gains Graduation rates Credit accruals
Dodge City Summer M.E.P. Dodge City, Kansas	All year	Central	Single school district	163	225	K-12	Standardized achievement gains
Dorchester County Summer M.E.P. Cambridge, Maryland	All year	Eastern	Single school district	108	139	PK-9	Criterion score gains
Owatonna Summer M.E.P. Owatonna, Minnesota	Summer term	Central	Single school districts	199	22	PK-12	Credit accruals
Hancock-Harrison Cooperative M.E.P.	Regular term	Eastern	Multiple school districts	158	647	PK-12	Standardized achievement gains
Glendive Summer M.E.P. Glendive, Montana	Summer term	Western	Single school district	90	0	PK-12	Criterion score gains
Hatch Valley Summer M.E.P. Hatch, New Mexico	Summer term	Western	Single school	99	51	K-12	Standard achievement gains
Mid-Hudson Summer M.E.P. New Paltz, New York	Summer term	Eastern	Multiple school districts	199	366	K-12	Criterion score gains Standardized achievement gains Language assessment gains
Snyder M.E.P. Snyder, Oklahoma	Regular term	Central	Single school district	35	35	K-12	Standardized achievement gains
McAllen M.E.P. McAllen, Texas	Regular term	Central	Single school district	1,470	1,140	PK-12	Criterion score gains

EXHIBIT 3. Attributes of Effectiveness Exhibited by the Visited Projects

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Clear project goals/ objectives		•	•	•			•		•	•		•	•	•	•	•
Coordination with the regular school program/ other special programs	•	•	•	•		•					•		•	•	•	•
Coordination between regular and summer programs		•					•	•		•			•	•	•	
Coordination between sending and receiving schools		•					•		•	•			•	•		
Coordination between migrant program and other agencies serving migrants		•	•	•	•	•		•	•	•			•	•	•	•
Coordination of instruction with other teachers/with other programs	•	•	•	•		•					•			•	•	•
Community support for the program			•	•					•			•	•		•	
Parent/community involvement		•	•	•					•	•			•			•
Parent involvement practices	•	•	•	•			•			•		•	•		•	•

(Continued)

EXHIBIT 3. Attributes of Effectiveness Exhibited by Visited Projects (continued)

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Thorough outreach efforts		o	o	o	o		o	o	o	o	o	o	o		o	
Thorough recruitment efforts		o	o	o	o		o	o	o	o	o	o	o		o	
Professional development and training	o	o	o	o	o	o			o	o		o		o	o	
Understanding of migrant lifestyle by staff		o	o	o	o	o	o		o	o		o		o	o	
Strong leadership	o	o	o	o				o	o				o	o	o	
Appropriate instructional materials, methods, and approaches	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
High expectations for student learning and behavior	o		o	o						o	o	o	o	o		
Positive school/ classroom climate			o	o			o	o	o	o		o				
Maximum use of academic learning time	o		o	o				o				o		o	o	
Closely monitored student progress		o	o		o	o	o	o	o	o		o	o	o	o	

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EXHIBIT 3. Attributes of Effectiveness Exhibited in the Visited Projects (continued)

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Regular feedback and reinforcement		•	•	•	•	•	•	•	•	•		•	•	•	•	
Excellence recognized and rewarded	•		•	•			•	•			•			•		•
Support services geared to promoting students' learning potential (e.g., medical, dental)		•	•			•	•		•	•		•	•	•	•	•
Support services that encourage/ maintain students' interest in attending school (e.g., cultural activities, extracurricular activities)		•	•	•				•	•			•		•	•	•
Evaluation results used for project improvement	•	•	•	•			•	•	•	•		•	•	•		

II. IDENTIFICATION AND RECRUITMENT PRACTICES

Components of Success

An important first step for a successful migrant education program is to identify all the eligible migrant children in the service area and to recruit them into the program. Without the additional help that a migrant education program can provide many migrant children will continue to fall behind in school and be at risk of dropping out. Current and former migrant students who stay in school are somewhat easier to identify than those who have already dropped out of school or those who attend school only in their home base and are not in the Migrant Student Record Transfer System (MSRTS).

Most projects have at least one staff member whose function is to identify and recruit migrant children to participate in the program. The person who serves as a recruiter often has multiple roles in the project, especially at smaller projects. For example, the recruiter may also serve as the home-school liaison person or interpreter. Having a recruiter serve in the right combination of multiple roles not only can be cost-effective but also can improve the person's overall effectiveness.

The projects included in this study employed a number of specific strategies for identification and recruitment:

- Intensive canvassing of the migrant community;
- Networking with employers, health care providers, and other social service agencies that serve migrants, as well as with the families of already recruited migrant students;
- Establishment of a presence in the local migrant community to foster word-of-mouth advertising of the program's availability; and,
- Maintenance of close contact with school staff responsible for student enrollment.

Intensive Home Visits

Home visits to migrant parents are an important part of migrant education projects and serve a variety of purposes. In rural areas with substantial numbers of currently migratory families, home visits often constitute the primary means of identification and recruitment of new students. At the visited projects, several project staff made frequent visits to migrant camps and other migrant housing (daily, during the periods when migrant families first arrive in the area) to

identify and recruit students. During these periods, staff typically put in long hours, especially during the evenings and on weekends when parents were not at work. For example, at both Collier County and Region XI, home visits to migrant camps were made not only by home-school liaison personnel, but also by migrant teachers, aides, counselors, health staff, special project directors and, in Collier County, staff of a community agency hired by the program for this and other purposes. Because of the large number of home visits at these sites, the projects made special efforts to coordinate the home-visits by different persons so that parents were not inundated by staff from the migrant program.

In the larger towns and urban areas, many migrant families live in the poorer sections of the community where the crime rate is highest. To maintain a schedule of intensive home visits, many projects require that home-school liaison personnel visit homes only in pairs. This was the case, for example, in Collier County when visits were made to parents who live outside the migrant housing projects, in the poorer and more crime-ridden parts of Immokalee.

Some particularly noteworthy approaches to identification and recruitment were found among the visited summer projects. The Owatonna project, for example, hired a Hispanic recruiter from the same home-base town in Texas as the majority of the migrant families who come to Owatonna. He knew most of the families. During the summer, he traveled to Owatonna and was readily able to identify the eligible migrant students.

The Mid-Hudson project has used several mechanisms to identify and recruit students. In addition to the recruitment services provided by the state identification and recruitment project recruiters, each spring the Mid-Hudson project sends a list of last years' students to contact persons in home-base counties in Florida. The contact personnel then inform the project of which migrant students will be returning to the Mid-Hudson service area in the summer and of any new students who will be coming.

Networking

Many projects also keep in touch with local growers organizations, other employers, and charitable organizations to find out whether new migrant families will be arriving or have already arrived. For example, the Hatch Valley program keeps in touch with the local community health service, the county human services office, and other agencies and is usually the first or second to be notified of new

Vignette No. 1

RECRUITING BY BUS
Owatonna Summer Migrant Education Program
Owatonna, Minnesota

Before the summer session began, the migrant education program director, outreach worker, and teachers met at the school to go on a "get acquainted" trip to one of the migrant labor camps. They loaded games, balls, bats, punch, cookies, card tables, and other supplies onto one of the school buses. They also brought along school registration forms and packets of information about school activities and community support services. Then they all got on the bus and headed down the two lane road to the migrant camp on the outskirts of town.

The outreach worker had previously informed the camp residents that the migrant education staff would be coming to pay them a visit and to tell them about the program. When the bus arrived at the camp, the staff set up the card tables in the grassy, shaded picnic area. The punch and cookies were on one table and the forms and information packets were on another table. Needless to say, the arrival of the bus drew a crowd.

The outreach worker, who speaks Spanish, and the director explained the program and the need for a parent advisory council, while the rest of the staff served punch and cookies. When the outreach worker and the director finished their short presentation, they asked for four or five volunteers to serve on the PAC. Several parents came forward.

The outreach worker and the director took the PAC volunteers onto the school bus, where they held their first meeting. Meanwhile, the rest of the staff played outdoor games with the children and the parents. The area was a beehive of activity. Everyone got acquainted and talked about the beginning of summer school.

The following week, the staff loaded the school bus again and went to another migrant camp for a "get acquainted" session.

migrant families in the area. Similarly, the Hancock-Harrison program is notified by the Catholic Church's refugee assistance service of any new Vietnamese families in the area and the Glendive program staff maintain active contact with local farmers who employ migrants, so they will be informed of new arrivals.

In addition, both during this initial arrival period and later on, staff make return visits to families whose children have already been recruited to ask whether new families have arrived who should be contacted. The McAllen and the Hatch Valley programs, for example, reported success in combining this type of contact with networking and other agencies.

Word-of-Mouth Advertising

Nearly all the projects visited depended to at least some extent on word-of-mouth advertising of the project within the migrant community. As an identification and recruitment strategy, this was reported to be most effective in communities with a proportionally large number of formerly migrant families, who could inform newly arrived migrants of the availability of services through the project. The staff of the Upper Valley Joint Program, for example, noted that vocational and social contacts among Spanish-speaking migrant families create a word-of-mouth information network that serves to notify new residents of the availability of services.

The effectiveness of this strategy depends on establishing and maintaining good relations between the project and the migrant community and on keeping the migrant community informed about the project. A number of the projects reported having a least one staff person--usually a home-school liaison person--who was a former migrant, who was known to "everyone" in the community as being a representative of the project, and to whom new families could be referred. At the Snyder project, this role was filled by the records clerk/home-school coordinator. In addition to making quarterly visits to migrant parents, she also made home visits as needed to help parents fill out forms; spoke to parents about their child's attendance, school work, and health care; and told parents about the good things their children were doing at school. She also counseled parents on the importance of schooling for their children.

Also, the staff of projects where the word-of-mouth approach appears to work well spent a great deal of effort on parent training and parent involvement activities and on making the project's parent advisory committee a highly active, well-informed entity.

Another strategy employed at some sites with labor camps and similar housing for migrant families was to set up day schools or provide other services at the camps themselves. This gave the project a visible presence at the camp and facilitated the process of spreading the word about the project and getting new families in contact with the project. One example of this was found in the Region XI program, which has established day schools (escuelitas) at the migrant labor camps to serve preschool children. The staff of the day schools can provide information to parents about other project services while they are in the camps each day.

Coordination with School Enrollment Staff

At sites where there are many currently migrant students and at those where the population is predominantly formerly migrant, it is common practice for project staff to keep in close touch with the school office so that they can be notified immediately when a student who might be a migrant is enrolled in the school. At the Collier County, Region XI, McAllen, and Snyder programs, for example, migrant teachers and aides housed at the schools were called into the office to interview parents while they were registering their children.

In a number of schools, the migrant education project recruiter reviewed the records of all new enrollees in the school. The enrollment records usually included the parents' occupations. If the occupation of either parent was related to agriculture or fishing, the recruiter contacted the family to see whether any of their children were eligible for program services. At the Region VIII program, which has been constantly expanding its services to new schools in the region, this strategy is used when a new school is brought into a program. In such cases, the records of all of the students in the school are reviewed, and parents with agriculture related occupations are flagged to be contacted.

III. ASSESSMENT OF STUDENT NEEDS AND PRIORITIZATION OF SERVICES

Components of Success

Once a child has been recruited into the migrant education program, it is important that the curriculum and instruction be at the appropriate level. The work should be challenging, but not overwhelming. Many migrant children have low self-esteem and need to be successful in their school work in order to develop the view that learning can be fun and school is a good place to be.

At the visited sites, the services provided by the migrant education projects were, in essence, services of last resort. The school districts had established needs assessment and service prioritization procedures for all students, not just migrants, and migrant students were assigned to receive migrant education services only if the required services were unavailable through other federal, state, or local programs in the school.

The major contributions of migrant education projects to the needs assessment and placement processes at the visited projects were found to be:

- Ensuring that the existing district procedures were applied fairly to migrant students, including helping students obtain diagnostic tests (hearing, speech, language ability, etc.) or administering the tests to the students when they arrived out of sequence with the districts' normal testing schedule; and,

- Providing supplementary information, such as the records of the Migrant Student Records Transfer System (MSRTS), to those responsible for needs assessment and placement.

The relative strength of these contributions by migrant education projects varied with whether the schools served by the district assessed needs before placementing the child, or assigned a student to a classroom according to age and then assessed the need for compensatory services. In the latter case, the information contributed by the migrant education projects tended to be overshadowed by the assessment of the student's regular teacher.

Ensuring Fair Application of District Assessment and Placement Procedures

At all the visited regular-school-year projects, migrant staff members belonged to the schools' needs assessment and placement staffs in order to ensure that the assessment and placement procedures were properly applied and took into account the

special needs of migrant students. Often the migrant staff were also often responsible for arranging for the administration of, or administering themselves, any required diagnostic tests to the migrant students who arrived out of sequence with the district's normal testing schedule. Because of the burden placed on migrant education project staff to provide diagnostic information as soon as possible after a child is enrolled, staff at several of the visited projects had taken special steps to obtain addit nal certifications so they could do the testing themselves. For example, at Region XI the nurse was a certified audiologist so that she could administer hearing tests to the children.

At the summer projects, the migrant education staff were solely responsible for assessing student needs. The assessments often included information from MSRTS records (at nearly all projects), results from the Texas Educational Assessment of Minimum Skills (TEAMS) for students from Texas (e.g., at the Princeville project), and information provided by the student's regular-school-year teachers (e.g., at the Mid-Hudson project).

Provision of Supplemental Information

Particularly for currently migrant students, the migrant education project staff supplement the regular district needs assessment and placement process by obtaining and providing basic diagnostic information. This may include any combination of MSRTS data, information from parent interviews, and information obtained by contacting the child's previous school. For preschool children and first-time migrant students for whom no MSRTS record exists, parents are usually the sole source of information on the child's prior schooling. In fact, at a number of the visited programs including Collier County and Hatch Valley, obtaining student data from parents was one of the main tasks of the program's preschool aides.

The information provided by the migrant education projects from the MSRTS, parent interviews, and contacts with the child's previous school had the greatest influence on the placement of the child in services when it was provided to the assessment staff and teachers within a few days of the child's enrollment in the school. In particular, MSRTS data were found to be most useful when provided to teachers and assessment staff within a few days of a student's enrollment. For the most part, however, this was possible only for those projects that had an MSRTS terminal on site.

Vignette No. 2

MAKING THE TOUGH CHOICES

Hatch Valley Summer Migrant Education Program

Hatch Valley, New Mexico

A shortfall in available funding for the 1989 summer program forced a number of changes, including elimination of services for students in grades 9 through 12. In addition, although information collected by recruiters revealed that there were about 264 elementary and middle school children in the community who would be eligible for project services, the project could afford to serve only about 150 of them. Faced with this limitation, it fell to the project's administrator and six teachers to decide who would be served.

At the beginning of the summer session in early June, requests were put in for MSRTS records on all the eligible children, but because it takes two weeks to receive records from the state terminal, the staff knew that they would have to rely on locally generated data to select the students and determine their needs. Having foreseen this necessity, the staff had earlier arranged for each student's regular-school-year teachers to complete a rating form on the child's academic performance. The staff examined this information along with results from the spring administration of the Comprehensive Tests of Basic Skills with results from tests given by the regular-school-year classroom teachers and Chapter 1 teachers, and with results from other tests such as the Wide Range Achievement Test and the Boehm Test of Basic Concepts.

The staff also called the students' home-base schools to elicit additional information, but, as in past years, this effort provided little help because most of the home-base schools, particularly those in Mexico, did not respond to the calls.

Using all available information, the staff rated the students in terms of academic need and selected the 155 neediest students to receive services. All the currently migrant students were selected, but only one-third of the formerly migrant students could be served. Although satisfied that the neediest students were being served, the staff lamented the fact that any students should be refused services. As the program administrator noted, "These are the kinds of tough choices that have to be made."

Expedient record transfer is especially important for summer programs that serve currently migrant students. Few of the summer migrant programs visited had an MSRTS terminal, and most were in rural areas several hundred miles away from a terminal. Program staff usually received the MSRTS records within one to two weeks after submission, but they were often not helpful in programs that lasted only six to eight weeks.

The summer programs found several ways to adapt and maximize the instructional time with students. Some programs, such as the one in Princeville, Illinois, coordinated with the home-base school to find out what the students needed. Other programs, such as the one in Glendive, Montana, did some of their own testing to help in the placement of students.

A number of projects, particularly those that did not have an MSRTS terminal (e.g., Hatch Valley and Snyder), reported that they often seek information from students' prior schools, but all reported that most schools--especially those in Mexico--do not respond to such requests. Efforts to overcome this problem were found in the school districts served by the Region VIII program, which are establishing records-transfer systems with the major sending school districts in Mexico.

IV. CURRICULUM AND INSTRUCTION

Components of Success

Migrant students share many of the characteristics of other educationally disadvantaged students, such as low socioeconomic status and limited English proficiency. In addition, because of schooling missed as a result of current or past movement from one school to another during the school year, migrant students are at a particular disadvantage. In an effort to compensate for this disadvantage, it is important for these students to receive appropriate supplemental instructional services. These services should be designed to strengthen the students' academic skills and to build their self-confidence in an academic setting.

The effective migrant education projects visited in this study were taking a number of approaches to providing additional instruction to migrant students, which included:

- Providing extra instructional time for students and maximizing the use of academic learning time;
- Providing a positive climate for learning; and
- Coordinating instructional services with the sending and receiving schools and other instructional services within the school.

Exhibit 4 provides an overview of approaches used to deliver migrant instructional services at the visited projects.

Instructional Services During the Regular School Day

In general, at the visited regular-school-year projects, instructional services for migrant students during the regular school day were provided in intact classrooms using either the in-class model, which involves placing migrant tutors or instructional aides directly in the students' regular classroom, or the replacement model, in which the student-teacher ratio is lowered by having a portion of a class taught by a second teacher. Only under certain specific conditions were services provided using the pull-out model.

At schools with proportionately more formerly migrant students than currently migrant students, and with currently migrant student populations that tended to be in the school most of the school year (i.e., whose families timed moves to occur

EXHIBIT 4. Service Delivery Models for Academic Assistance

Site	In-class Tutor/Aide	Pull-out Tutorial	Replacement Model	Extended Day	Other
Dysart U.S.D. #89 Peoria, AZ		K-6 (reading, language arts; at one school	K-6 (reading, language arts at one school)		
Region VIII, M.E.P. Tulare, CA	K-12 (basic skills)	K-12 (basic skills)		K-12 (basic skills)	Instructional laboratories (basic skills)
Region XI M.E.P. Watsonville, CA	K-5 (basic skills)	K-12 (occasionally, for basic skills)		K-12 (basic skills, homework, after-school)	9-12 computer class (basic skills) 9-12 PASS 9-12 G.E.D. classes
Collier County Public Immokalee, FL	K-5 (basic skills, ESL)	K-5 (intensive ESL)	6-7 (basic skills)	3-12 (basic skills homework)	9-12 reading classes, PK classes
Minidoka Co. Public #331 Rupert, ID	Preschool 7-12 (basic skills)	K-6 (basic skills)			K-12 ESL classes 10-12 PASS
Upper Valley M.E.P. St. Anthony, ID		9-12 (basic skills)	6-7 (reading, language arts)		
Princeville, M.E.P Princeville, IL				9-12 evening classes all subjects)	PK-8 day classes (all subjects)
Dodge City, U.S.D. #443 Dodge City, KS					K-6 day classes (English) 7-12 day classes (English, American government)
Dorchester Summer, M.E.P. Cambridge, MD					K-9 day classes (remedial math and language arts)
Owatonna Migrant Owatonna, MD					Nursery K-12 day classes (all subjects)
Hancock-Harrison Cooperative M.E.P. Gulfport, MS	K-12 (basic skills)	K-12 (ESL, basic skills)			PK classes
Jefferson School Glendive, MT					K-12 day classes (all subjects)
Hatch Public School Hatch, NM (ESL, math)					K-12 day classes
Mid-Hudson Migrant Education Center New Paltz, NY					PK-12 day classes (all subjects), home tutorial
Synder Public Schools Snyder, OK	2-6 (basic skills) 7-12 (basic skills for students between 25th and 50th percentile)		7-12 (basic skills, for student below 25th percentile	7-12 (basic skills)	
McAllen I.S.D. McAllen, TX	K-12 (all subjects)	K-12 (all subjects)		K-12 before-after tutorials (all subjects)	PK classes

early in the school year and late in the school year), the preferred models for the delivery of migrant education services were the in-class model and the replacement model. In the Collier County, Upper Valley, and Snyder projects, use of the replacement model was limited to students in the middle and upper grades (grades 6-12). At one school served by the Dysart project, however, the replacement model was used for services in grades K-12 at the request of the school.

Under certain circumstances, the pull-out model was the preferred approach to delivering services. A number of the projects that served schools having currently migrant students who stayed for only part of the school year found the pull-out model most satisfactory, because it allowed staff resources to be targeted to the particular schools and students where they were needed at any given time. This was the case, for example, at the Minidoka County and Upper Valley projects. Both the Collier County and Region XI projects used the pull-out approach to provide highly specialized, intensive instruction to individual students. At Collier County, pull-out was used for intensive English-as-a-second language instruction, whereas in Region XI it was used, occasionally, for specialized compensatory instruction in basic skills. Finally, a number of the visited projects, including the Dysart, Region VIII, Hancock-Harrison, and McAllen projects, used the pull-out approach at certain of the schools because of school staffs' preference for this approach.

Extensions of the School Day

Another strategy used to increase instructional time is after-school, extended day, evening, and weekend instruction. The evening and weekend classes at the Region XI and Princeville projects were restricted to secondary-level migrant students, many of whom have jobs during the regular school day. For elementary-level as well as secondary-level students, the after-school and extended day programs in Collier County, Region XI, and McAllen provided homework centers and tutorial assistance. All three projects reported that the after-school services appear to work best, in particular for elementary and middle school students, when combined with recreational activities.

The majority of the extended day programs at the visited sites were implemented by the migrant education program through joint ventures with the served schools (who provide facilities, security, and staff), and with either other district educational programs such as vocational education or adult education (e.g., Region XI, where vocational education and adult education provide facilities, materials, and staff) or a community organization (e.g., Collier County, where the Redlands

Christian Migrant Association provides staff, snacks, and home-program liaison). The migrant education program at these sites pays the staff salaries and provides the curriculum, instructional materials, and overall program supervision.

Instructional Services in Summer Programs

At summer projects, instruction for K-8 was always provided in whole class settings during day-time hours by migrant instructors, with or without the assistance of a migrant aide or tutor. Most of the programs concentrated on teaching basic skills in the mornings and other subjects, such as social studies, music, art, and physical education, in the afternoons. These latter subjects were used to reinforce the basic skills learning in reading, language arts, and math, and to make learning more comprehensive, meaningful, and interesting.

There was much more variation in secondary summer programs because most of the migrant teenagers worked. Some students successfully combined work and study, others were in and out of the summer migrant program because of fluctuating work schedules, and still others could not attend at all because of demanding work schedules. The Mid-Hudson project offered a home-study program with tutors periodically visiting the students in their homes to assist and monitor progress. Many projects offered the option of directed study through Portable Assisted Study Sequence (PASS) courses for secondary students. PASS consists of course materials which are adapted to the mandated curriculum in students' home base or receiving state. The program is implemented somewhat differently at different sites, but frequently involves either completion of course work under the direct supervision of a teacher, or completion of the materials at home with monitoring, assistance, and testing periodically provided by monitors/tutors. Completed course work may be graded locally or centrally. For example, participants in the Princeville project, who subsequently moved to Cambria, Wisconsin, took PASS courses. In Glendive, the secondary teacher met with small groups of students in two or three central locations twice a week in the evening or on the weekend to help them with their PASS courses.

Providing a Positive Climate for Learning

All the projects in the study have made efforts to provide a positive school and classroom climate for migrant students. These efforts have taken a number of different forms. The projects with larger concentrations of migrant students and with many nonmigrant students from the same ethnic and linguistic background as the

Vignette No. 3

LEARNING TO BE GOOD CITIZENS

Summer English Training Program

Dodge City, Kansas

The American government class, a required course for high school graduation, met from 8:00 a.m. until noon during the summer program. The objective of the course was to teach the students to become good citizens by learning about the structure and function of the government and their responsibilities as citizens.

The curriculum and text were the same as those used in the regular school program. The instructor's style of teaching was to present the material objectively, then use current events, videotapes, field trips, and other methods to illustrate what was being taught. Each morning every student was given a newspaper upon arrival. On the day the class was visited, the lead story in the paper concerned President Bush's dealings with Noriega in Panama. The resultant discussion centered on constitutional issues and the domestic and international implications of the president's options.

About three-fourths of the students taking the course in the summer program were of Mexican descent and the rest were Vietnamese. The course was particularly appropriate for several students in the class who were in the process of applying for United States citizenship. Even though all of the students in the class spoke some English, several had limited English proficiency. Therefore, a bilingual aide worked with the teacher to provide extra assistance.

The class was kept small, with only 15 students. The teacher and her aide maintained an open, supportive atmosphere that encouraged the students to participate in some lively discussions of issues. Using this strategy, the students were kept interested and highly motivated.

migrant students, such as Collier County and Region XI, used the in-class and replacement service delivery models, which avoid stigmatization of migrant students as in any way different from the other students. The Collier County program went one step further by operating its Chapter 1--Migrant and Chapter 1--Basic programs as a single combined program. As a result, all compensatory education, both to migrant and nonmigrant students, was provided by the same staff members using the same, in-class service delivery model. In this approach, the classroom aide's salary was paid in part by Chapter 1--Migrant funds and in part by Chapter 1--Basic funds; the aide then worked with all students, migrant and nonmigrant, who needed compensatory instruction in the classroom and kept a log of how much time was devoted to each category of student.

Other efforts to provide a positive school climate include having staff with the same language and cultural backgrounds as the migrant children at individual schools, and encouraging migrant parents to attend school meetings and presentations and to work as school volunteers. A number of projects, in particular the Mid-Hudson, Hancock-Harrison, and Minidoka programs, put significant effort into developing teacher-made instructional materials relevant to the students' cultural heritage.

Migrant education staff also provided training to regular classroom instructional staff and school counselors to ensure that their expectations for migrant student achievement were appropriately high.

The summer programs emphasized teaching children the joy of learning and building their confidence in the learning environment. The atmosphere was much more relaxed in the summer than in the regular school year, and the teachers were able to give the students more individualized attention. The elementary reading teacher at the Dodge City project, for example, was teaching the children to read for enjoyment by exposing them to good literature and poetry. Secondary students in the same program who were taking the American government class started each day reading the newspaper and discussing current events. They also visited various government offices and the courts. In the Princeville project, the older elementary students kept daily journals, to encourage them to enjoy writing.

Because many of the students in the summer programs had limited English proficiency, several programs emphasized learning English, using peer tutors and bilingual aides. The Owatonna project had a bilingual ESL teacher who helped students with their English and other subjects.

Coordination with Other School Districts and Schools

At all the visited projects, the dominant mode for coordination with other school districts and schools was the Migrant Student Records Transfer System (MSRTS). However, the extent to which this played an important role in determining instructional services varied with circumstances. If the records were received early enough, they provided some information on the subjects in which the students needed the most help and the levels at which they were working.

Another type of coordination involves the development and use of common instructional materials and curricula among districts serving the same students, the most notable instance being the development and adoption of the PASS materials. A more localized effort was observed at the Princeville summer project, where the project staff spent considerable effort coordinating with their students' home-base schools in Texas and with another receiving district in Wisconsin. This coordination has resulted in the development and use of a common curriculum at these sites in the three states (see vignette no. 4). Another example was the Owatonna summer project where Owatonna resource teachers visited the Texas home-base school, and staff from the Texas home-base schools gave a workshop for the Minnesota migrant project staff.

Coordination with Other Instructional Programs in the School

At nearly all the projects visited, the regular school program and other special instructional programs serving migrant students coordinated their efforts to assess needs, assign students to instructional services, and decide the instructional content to be provided to students. The only differences that existed in the nature of the coordination were minor, mainly reflecting the different needs of smaller and larger districts.

Frequent coordination was found at all the sites among regular teachers and migrant education aides, tutors, and teachers regarding the specific instruction the migrant staff would provide to students. In nearly all cases, the regular teacher specified the lesson plan that formed the basis of the instruction provided to migrant students. At the same time, however, migrant education staff informed the teacher of progress of individual students and changes in their needs. For example, at the Minidoka County program, migrant staff adopted a progress reporting form for use in transmitting information on individual student progress in reading, math, and language arts to regular classroom teachers. When the regular classroom teachers and the migrant staff disagreed in their assessment of a child, a conference was held to work out the differences.

Vignette No. 4

TRI-STATE COORDINATION

Summer Migrant Education Program

Princeville, Illinois

More than 90 percent of the students in the Princeville Summer Migrant Program come from Eagle Pass and Del Rio, Texas. Some of these students go on to Cambria, Wisconsin, after beginning summer school in Princeville. To ensure instructional continuity for the students during their stay in these three states, the Princeville program initiated a tri-state agreement with the students' home base school districts in Texas and the receiving program in Wisconsin.

The agreement focuses on the curriculum and materials used for instruction in content subjects. The students in the receiving schools in Princeville and Cambria use the same books for reading, language arts, and math as they do in their home base schools in Texas. There is also a special program that provides secondary students with individualized instruction in English, math, social studies, and GED preparation (for those who have already dropped out of school). The credits they receive through this instruction are transferred back to their home-base schools.

Once each year, the Princeville coordinator travels to Eagle Pass and Del Rio to meet with the staff in the students' home-base schools. In addition, three of the students' teachers from Eagle Pass and Del Rio travel with the students each year to Princeville, where they serve as instructors in the Princeville summer program. Also, as part of the agreement, the staff make a concerted effort to keep tabs on the students as they move via the Migrant Student Record Transfer System and telephone calls among the home-base and receiving districts.

In schools with relatively small student populations, most of the coordination between regular classroom teachers and migrant education staff was informal, occurring in the lunch room, in the halls between classes, or after school. At schools with relatively large student populations, specific time slots were set aside each day for regular classroom teachers and migrant education instructional staff to coordinate their instruction.

In addition to coordination at the level of instructional staff, a great deal of coordination was observed at the administrator level, particularly for coordination between the migrant education program and other special instructional programs in the district. Frequently the project director of the migrant education program was also the director of one or more of the other special program (e.g., at the Collier and Hatch Valley programs), and thus there was implicit coordination. In addition, in several districts the immediate supervisor of the directors of special instructional programs held weekly coordination meetings for the directors or met informally with the directors over lunch (e.g., at the Region XI program).

Coordination between Summer Programs and Regular-School-Year Programs

All the visited summer projects employed some mechanism to coordinate the instruction they provide to participants with the instruction these students receive during the regular school year. At projects that served students who were also present in the same district during part or all of the school year, the summer program typically employed instructional staff members who were also part of the regular-school-year staff. That was the case, for example, at the Hatch Valley project, where both the summer migrant teachers and teacher assistants were part of the district's regular school year instructional staff, and at the Dodge City project which, because it was a year-round project, used the same staff during the summer as during the regular-school-year. The advantage of this arrangement was that the summer teaching staff was thoroughly familiar with the regular-school-year curriculum and materials as well as with the instructional needs of the individual students. In addition, the teaching staff carried back into the regular-school-year program knowledge of what the child received during the summer.

At projects that served predominantly currently migrant students who were not in the district during the regular-school-year, coordination focused on sharing materials, curricula, and needs assessments with the home-base schools. For

example, at the Mid-Hudson project, the regular-school-year teachers of the students wrote out instructional recommendations for individual students which were given to the students' summer teachers. In addition, regular-school-year teachers at some sending schools sent along specific materials and assignments with the students for them to complete while at the Mid-Hudson project. After the summer session was over, the Mid-Hudson staff completed a statement of student progress and accomplishments over the summer which was given to their regular-school-year teachers for the fall.

V. SUPPORT SERVICES

Components of Success

Many migrant students and their families have multiple problems that can interfere with the students' regular school attendance or keep the students from getting the most from their education. Besides supplemental instructional services, the students may need supplemental counseling, nutrition education, health care services, and transportation. Their families also may need an array of medical, housing, employment, and other types of services.

All the visited projects took a holistic approach to serving the needs of migrant children and their families. Everything that influenced the ability of the children to participate in and benefit from their schooling was considered a concern of these projects. For this reason, project services were not limited to instruction but included a wide range of support services and strategies for providing these services, including:

- Advocacy, general assistance, and referral for migrant families and students to educational, health care, and social services in the community;
- Formal personal and career counseling for students;
- Direct health care services for students;
- Nutrition services for students;
- Transportation services for students; and
- Coordination with other community organizations and agencies serving migrants.

Advocacy, General Assistance, and Referral

The visited projects cast a wide net in terms of their support services to migrant families and students, providing advocacy, assistance, and referral to all types of educational, health, and social services. Furthermore, the projects generally took a proactive, rather than a reactive, approach to providing assistance, reaching out to migrant families rather than waiting for the families to ask for assistance.

At most of the projects, the lead role in providing such assistance was taken by the home-school liaison personnel. For example, at the Snyder project, the liaison staff member visited parents in their homes not only to inform them about

school-related matters such as student attendance or academic performance, but also to help complete social service and health agency forms, to counsel parents about their children's health, and to provide transportation to doctor's appointments.

Home-school liaison personnel were generally not, however, the only project staff who provided assistance to migrant families. Typically, all staff members engaged in one form or another of assistance and referral. For example, at the Region XI project, resource teachers, the health nurse, the health educator, the work-study coordinator, and many of the other staff members regularly conducted home visits and assisted parents with translation, transportation, completing forms, and locating needed services.

At a number of projects (e.g., the Hatch Valley project), the migrant education project staff had prepared a handbook for migrant parents detailing the social and health care services available in the community. Most projects also solicited and accepted donations of food, clothing, books, and the like, from businesses, churches, and other organizations and individuals in the community, which they distributed to needy migrant families.

Counseling

Many migrant education projects offer guidance and career or vocational counseling as part of their services. At the visited projects, counselors served as a first point of contact for migrant students needing counseling. Migrant students who needed assistance beyond what the regular counselor could provide were referred to the migrant guidance counselor. At the high school served by the Region XI program, for example, the offices of the migrant education counselors were next door to those of the regular school counselors. Their proximity enabled the migrant and the regular counselors to keep in close contact and to coordinate with one another. All migrant students at the school were first referred to a regular school counselor who, in turn, referred the students to the migrant counselor for special assistance, as needed.

The migrant career/vocational counselors worked with migrant students to help the students determine and plan their career goals. Depending on the students' interests, the counselors referred the students to the school's regular career and vocational education programs and to programs offered by community organizations. An important aspect of the career counseling was to raise the migrant students' and

their families' educational aspirations to include postsecondary education. In addition, the counselors provided instruction to migrant students in job hunting skills and expected on-the-job behavior.

The counselors often provided other services as well. Sometimes they served as an intermediary for the migrant students in their dealings with school administrators, employers, and others, particularly when there were problems. In some instances, as in Region XI, counselors accompanied students to their first job interviews if the jobs were obtained through the project's work-study program. The counselors also provided in-service training regarding migrant life-styles and the special needs of migrant students to regular counselors and other school staff.

Migrant counselors are also often responsible for the implementation and supervision of special programs to provide migrant students with, for example, gifted and talented services (e.g., the MENTE program in Region VIII), correspondence courses (PASS in Region XI), self-concept/self-esteem development (Region VIII and Region XI), and dropout prevention programs (Collier and Region XI). In addition, migrant counselors have responsibility for tracking credit accrual for secondary-level migrant students. Noteworthy here is a system in Region XI for preparing one-page computer-generated reports in Spanish of student credit accrual, which were sent home for parents to review and sign.

Health Care Services

The priorities for specific health services through the migrant education program vary widely from project to project, depending not only on the health status of the local migrant population, but even more on the availability of health care services in the community. Larger population centers and communities with large numbers of former migrants generally have enough health care services available through public and private agencies in the community to handle the needs of the migrant population. In these areas, the health care component of the migrant education projects generally focuses its efforts on information dissemination, parent training in health care and nutrition, preliminary diagnosis of health problems, referral to community health care providers, and transportation and translation services. Examples of such projects among the 16 visited are the migrant education programs in Collier County and Hatch Valley.

Vignette No. 5

HELPING THE FAMILY

Collier County Migrant Education Program

Immokalee, Florida

Among the busiest staff members in the Collier County Migrant Education Program are the home-school liaison personnel. Based at each participating school, their primary responsibility is that of identifying and recruiting new migrant students. In addition to interviewing parents and recruiting students when they come in to register, each liaison person averages 8 to 10 home visits every day, with the majority of the visits being made in the evening and on weekends to accommodate parents' work schedules.

The responsibilities of the liaison personnel do not stop, however, with identification and recruitment. Often, they make home visits to provide other assistance such as helping to locate needed food and clothing, helping make doctor's and dentist's appointments, providing transportation to appointments or to social service agencies, helping parents complete forms and apply for assistance, or providing translation services for parents.

Others on the staff of the migrant education program make similar home visits to help migrant families. In fact, almost every staff member except the records clerks makes home visits. As a result of this assistance and frequent contact, the relationship between the program staff and migrant parents often becomes one of family. As one liaison person noted, the migrant parents come to have such faith in the ability of the migrant staff to help that staff members are called on to help with all kinds of family problems. Once, for example, when a child got lost in the evening, the parents called the migrant staff to help look for the child.

In areas with large currently migrant populations, community health care services that exist primarily for the year-round residents are often inadequate to handle the health care needs of the migrant population. In these communities, the efforts of the health care components of the migrant education projects more often are focused on developing new health care services and supplementing existing services, as well as information dissemination, parent training, diagnosis, referral, and ancillary services. In some cases, migrant education projects supplement the health care provided by the community and the regular school health staff, as they did in Region XI where the migrant education health nurse is a licensed audiologist, as previously mentioned.

In many areas, dental care is a particular problem for migrant students. Among the creative solutions that the visited projects have developed for addressing this problem are the services provided by the Region VIII and Region XI programs in California. In Region XI, for example, the migrant education project worked out a cooperative agreement with a local college (Cabrillo College) whereby the facilities of the dental school are made available for dental care for the migrant students on weekends.

Student Nutrition Services

In addition to the support services already noted, a number of the visited projects provided students with meals. Most projects provided at least breakfast and lunch, which were typically sponsored through a U.S. Department of Agriculture subsidy. A number of projects also provided students with an afternoon snack; at some sites, the snack was equivalent to another meal or supper. For example, in the Owatonna Summer Migrant Education Program, all the elementary and junior high students received three meals--breakfast, lunch, and a late afternoon "snack"--because many of the parents worked late. The high school students, most of whom were just coming from work, were served supper a couple of hours later in the same cafeteria before they attended classes in the evening.

The meals were nutritionally balanced and contained the types of foods the children like. Mealtime was often used to teach nutrition. In many of the projects, a teacher sat at each table with the children and discussed nutrition while they ate. In addition, the schools often displayed in the cafeterias and classrooms posters and other exhibits related to nutrition and good eating habits.

Vignette No. 6

REACHING FOR THE STARS
Migrant Education Program
Snyder, Oklahoma

In the summer of 1988, a 13-year-old migrant student was nominated by the migrant education program to attend the one-week NASA Space Camp in Huntsville, Alabama, as a career education experience. All expenses for the trip were paid by the State Migrant Education Program.

When the boy was asked to come in for an interview for this study, he arrived dressed in his NASA space suit, carrying his helmet under his left arm and a shoebox of memorabilia in his right hand. When he sat down, he opened the shoebox and took out a small stack of index cards. Referring to the cards, he said, "This is the speech I give about my visit to the NASA Space Camp. I've given it at school and to several groups in town." As he spoke, it became clear that his week at the space camp had had a tremendous impact on his future plans. He concluded by saying, "After graduation I'm going to go to college and be in the ROTC program. After that, I plan to join the Air Force, and later be an astronaut."

Student Transportation Services

Transportation for migrant students is usually not a critical issue during the regular school year, because district-funded school buses provide transportation for students. Problems arise, however, if migrant education program activities occur outside of the regular school bus scheduling. Under these circumstances, special transportation is provided. After-school programs, such as those at the Collier Country and Region XI projects, provided bus transportation for students because the program did not end until after the regular school buses had already finished their daily runs. Both Collier County and Region XI also provided transportation to the job site for students participating in work-study programs.

All the visited summer migrant education projects provided transportation for the students, mostly using school buses leased from the district. These sites had a variety of innovative scheduling and routing system designed to fit their particular needs. At one site where all the students were currently migrant, two school buses covered miles of country roads starting at 6 o'clock each morning. They picked up children from the parents who were already in the fields, at their homes, or from a neighbor's home. At another site where all of the students were also currently migrant but lived in camps, the buses went to the camps. At still another site where most of the students were formerly migrant, the students walked to their elementary school and were picked up there.

Coordination with Other Community Organizations and Agencies Serving Migrants

Migrant education projects employ a variety of mechanisms for coordinating their services with those offered by other agencies in the community. At nearly every program, there was at least one person--often the home-school liaison person--part of whose job was to keep informed about services available in the community for migrant families and students and to refer individuals to these services as appropriate. This person was usually also responsible for informing the community agencies of the services available from the migrant education program. Also, health care staff of migrant education programs regularly coordinated with the community health providers.

Coordination of services was achieved at the Owatonna project by having the Title XX nursery, Migrant Head Start, Migrant Health, and Chapter 1--Migrant Education programs in a single school under the supervision of a single coordinator/director. At another of the visited projects, Region VIII, a particularly aggressive approach to coordination with community organizations was

taken. As part of its coordination efforts, staff members were encouraged to become active in local community organizations, and several were currently serving as elected members of the boards of directors of these organizations.

Coordination among several of the projects in the study and local community organizations occurred as a result of cooperative agreements under which the community organizations were hired by the project to provide, or to assist in the provision of, certain services. For example, as noted in section VI, the Collier County program entered into a cooperative agreement with the Redlands Christian Migrant Association to operate the after-school program for elementary and middle-school migrant students. The Hatch Valley summer project coordinated with the Foster Grandparent Program to obtain classroom assistants and with adult education to provide courses for secondary students.

Another means for coordinating services is to bring together all the community service representatives who serve migrant families at an open house at the beginning of the term, as was done in the Dorchester County and Owatonna summer projects. These open houses provided an opportunity for the migrant families to become acquainted not only with the migrant education project but also with other community services.

VI. PARENT INVOLVEMENT

Components of Success

Migrant parents can be a positive influence on their children's education. It is important that they understand how important education is for their children's future. Every effort should be made to make the migrant parents feel welcome at school and to encourage them to take an active part in their children's education.

The projects in this study all put great stake in increasing migrant parents' involvement in their children's education, in school, and in the migrant education program. The approaches they used to accomplish this were:

- Development of an active migrant education parent advisory committee (PAC);
- Sponsorship of activities and events that brought parents into the schools; and,
- Provision of training programs, workshops, and conferences for parents.

Active Parent Advisory Committees

Nearly all the projects in this study were found to have very active parent advisory committees (PACs) whose meetings were well attended. The PACs associated with regular-school-year projects were generally more active than those associated with summer projects, because parents were often busier working during the summer months.

At the visited projects, PACs were an important mechanism for stimulating further parent involvement in the schools and in the education of migrant children. The PAC meetings provided a forum for informing parents about what they could do to help improve their children's health and education, and what they could do to assist the migrant education program and the schools.

Most projects reported that the first step in developing an active PAC is getting parents to come to school. As parents become comfortable at the school and begin to attend PAC meetings, project staff undertake several actions to help make the PAC an active one. These actions include making presentations to the PAC about ongoing and planned project activities, helping the PAC to plan and conduct fund-raising activities, and providing assistance for PAC members to attend state, regional, and national migrant education meetings.

Vignette No. 7

LEARNING TO WORK HARD PAYS OFF

Comite Consejero de Padres de la Educacion Migratoria

Region VIII, Tulare-Kings Counties, California

The Regional Parent Advisory Committee (RPAC) meeting on the evening of January 17, 1989, was very well attended despite the fog outside. About 75 parents, some with children in tow, came from all over the region to the meeting, which was held in a large conference room in the Region VIII administrative building. Everyone was dressed casually--some of the men still wore their work clothes. As the chairs around the conference table filled, parents began sitting in the chairs arranged against the walls. A friendly, respectful atmosphere prevailed and even the children were quiet.

The level of participation of the parents in the discussions and the leadership qualities of the RPAC officers, who were migrant parents, were impressive. Many of the parents spoke only Spanish and the rest were bilingual, so the meeting was conducted in Spanish.

On this particular evening, three recipients of college scholarships raised and awarded by the Committee were present and reported on their educational progress and plans for the future. Everyone took pride in their accomplishments.

One of these, a young woman who is studying for a medical degree at Harvard, comes from a family of nine children, three of whom are studying to be doctors. Neither of her parents speaks English or went beyond the eighth grade; both attended the meeting with her and were very proud of her work. When asked what contributed to the educational success of so many members of her family, the young woman answered, "The emphasis everyone put on the importance of education and the help I received while I was in school. Besides, farmworkers' children learn to work hard at an early age, and this pays off in school."

Activities and Events Involving Parents at the School

Many projects reported that a particularly effective way to get parents involved with the schools is to involve parents in fund-raising efforts such as bake sales or raffles. As the project director of the Dysart program reported, "though the [fund-raising] does raise some money that is used to supplement available government funding, its main value lies in getting parents involved in a school setting."

Most projects report that migrant parents are reluctant to come to school for parent-teacher conferences and are more likely to come when there is an open house. The Minidoka County project, for example, sponsors several open houses for migrant parents during the school year. Attendance by migrant parents is greatest when there is a play, sporting event, awards assembly, science fair, school carnival, or other activity at the school in which their children participate. As a result, some projects have scheduled parent-teacher conferences to coincide with events in which the migrant students participate.

Group dinners for migrant students also are used as a mechanism for bringing parents into the school and involving them with their children's education. Both the Region VIII and the Region XI projects sponsored graduation dinners. At the Region VIII project, the graduation dinner was planned and organized by the regional parent advisory committee, whereas at the Region XI project, the migrant student association at the high school took responsibility for putting on the dinner and entertainment. At the Glendive, Owatonna, and Princeville projects, family dinners were held at the end of the summer program, with entertainment provided by the children.

Training, Workshops, and Conferences for Parents

A number of the visited projects also provided training for parents as a means of getting migrant parents involved with their children's education and with the schools. At the Region XI project, for example, training was provided to parents through a program titled Literatura Infantil, which focuses on teaching parents how to read with their preschool children and develop their literacy skills. This training has the added advantage of requiring the parents to come to the school for the sessions. Thus, when their pre-school children enter kindergarten, these parents are familiar with the school and are more likely to attend parent-teacher conferences and other school activities. Also, the Region VIII project had a program entitled Together We Can aimed at preventing migrant student dropout through family training and counseling.

Another means of getting parents to visit the school is to provide parent workshops and parent conferences at the school. At both the Region VIII and Region XI projects, a series of evening workshops in parenthood and parent-as-teacher skills were offered during the school year. In addition, Region XI also organized a once-a-year conference for parents with presenters from all of the district's compensatory education and special services programs, as well as speakers from outside the school system.

VII. DROPOUT PREVENTION

Components of Success

Because of traditionally high dropout rates among migrant students, particularly in the secondary grades (Johnson, 1985), dropout intervention and prevention are major components of many migrant education projects. In fact, because of their mandate to identify and recruit migrant students into the program and the schools, all migrant education programs could be viewed as dropout prevention/intervention programs. The focus in this section, however, is on programs with specially identified dropout prevention/intervention services.

Several of the visited projects were found to have particularly effective dropout intervention/prevention components. Furthermore, two of these (the Region XI and Collier County projects) were found to provide nearly identical services to their students, even though the staffs of the two projects were not aware of what the other project was doing. The models employed at these two sites were:

- Elementary and middle-school dropout prevention--extended-day academic and recreational program; and
- Secondary school dropout intervention--part-day, evening, and weekend academic, counseling, and career guidance program combined with a part-time work program.

Both of the projects with these programs were located in communities with high concentrations of migrant students, of whom roughly half were currently migrant and half were formerly migrant. Although the models they employed are thus particularly relevant to schools with similar demographic situations, elements of their programs may also be applicable to dropout intervention/prevention programs in other communities.

Elementary and Middle School Dropout Prevention

Both of the projects with dropout prevention/intervention components at the secondary level also provided dropout prevention services to elementary and middle-school students. At these grade levels, the services focused on providing extra academic assistance to at-risk students through extended-day and after-school homework centers and tutorial assistance. The dropout prevention programs operated every day after school, for 60 to 90 minutes.

At both sites, academic activities were alternated with recreational activities in order to keep the students interested. This approach took the form either of having recreation and academic assistance on alternate days or of having a period of academics followed by a period of recreation every day.

The decisions about what types of services the dropout program would offer were made by a committee of migrant education program staff and school teachers and administrators. The objective was to provide services that the regular teachers and migrant instructional staff both felt the children needed. Thus, the specific services (e.g., homework center, tutorials in specific subjects) varied from school to school.

For the dropout prevention program in the Collier County schools, the migrant education program entered into a cooperative agreement with a local migrant association (Redlands Christian Migrant Association). The migrant education program provided overall guidance about the instructional and recreational contents of the program, paid the salaries of the instructional staff, and provided instructional materials and transportation home for participants. The migrant association provided the supervisor for recreational activities, a snack, and an adult to ride on the buses to ensure students behave on their way home from the program. Individual schools provided facilities.

The program in Region XI, in contrast, was run entirely by the migrant program. However, they employed regular teachers from the school for the instructional services and paid their salaries.

Secondary-School Dropout Prevention

The dropout programs at the secondary level at both sites followed two basic tracks or strands, depending on the status of students.

1. The dropout prevention strand focused on:

   - Identifying potential dropouts;
   - Keeping targeted potential dropouts in school; and,
   - Increasing successful instructional and noninstructional services.

2. The dropout remediation strand, in contrast, focused on:

   - Locating former students who had already dropped out of school;
   - Recruiting dropouts into the dropout prevention strand; and,
   - Providing alternative means for students to continue their education.

Vignette No. 8

MAKING THE HONOR ROLL
E.A. Hall Junior High's AYUDE Program
Region XI, Watsonville, California

Participation in the school's AYUDE (Assisting Youth Undergoing Dropout Experiences) homework center is voluntary, but students are eager to attend and there is often a waiting list. The Wednesday session of the program began precisely at 3:00 p.m., with 21 students present. Before work began, the supervising teacher presented awards to students for hours of attendance in the center over the past month. As each awardee's name was read, the child came to the front of the classroom to receive an award, while the other students applauded. As this was going on, three more students arrived.

Following the awards, the room became quiet and students began working on their homework. All the students this day were working on math. Two college students enrolled in the MINI-CORPS program, plus a migrant instructional aide and the supervising teacher, circulated in the classroom, assisting students with their homework upon request.

At the end of the two-hour session, the staff signed each child's homework to mark its completion.

The supervising teacher summed up the main goal of the program by noting that, the day before, one of the regular homework center attendees, an eighth-grade boy, had come up to her in the hall with a huge smile on his face. "I made the honor roll this quarter," he said. "I got all B's and A's!" He was so proud of himself. The teacher noted, "How wonderful I felt to see his pride and to know that we had helped make that possible."

To identify potential dropouts, the programs enlisted the assistance of the regular classroom teachers, counselors, and other school staff. Program staff advertised the availability of services through the program at orientation activities and through handouts. Students were then referred to the program.

Former students who had dropped out were identified by several mechanisms, including referrals by community members or current students and self-initiated contact with the program by the former student. In addition, the project staff used last year's student rosters to identify students who should have been in school but were not. This latter practice was encountered at the Region XI program where the staff suspected that many of the secondary students who reportedly had migrated out of the district were still there and had merely dropped out of school. To investigate this hypothesis, they used the preceding year's rosters of migrant students and went into the community to see whether the students were still there. The hypothesis was confirmed when they found a number of these students still living in the community. Once they had identified these students, they were able to recruit many of them back into school through their dropout prevention and/or outside work experience programs. A similar process of identifying students who had dropped out was also found in the Collier County program, although there it was primarily one person who took responsibility for locating the students.

For the identified potential dropouts and the dropouts who were recruited into the dropout program, three types of services were offered: instructional services, guidance and career counseling, and part-time work opportunities. In addition, parents were involved in several ways.

1. Instructional services. The dropout prevention programs offered a variety of instructional services tailored to meet the needs of the students. For potential dropouts, these consisted primarily of after-school tutorials and homework centers. Students may also be offered classes after-school, in the evenings, or on weekends to accrue additional credits.

Because most of the former students who were recruited into the dropout programs also had jobs, part of the difficulty in working with them was to find a means for them to pursue their education while keeping their jobs. To do this, the programs were flexible, offering students the opportunity to participate in a reduced schedule of regular high school classes (e.g., a half-day schedule), to take PASS courses for credit, or to enroll in GED (general equivalency diploma) classes. In addition, the students could participate in the after-school tutorials or homework centers offered to potential dropouts.

2. Guidance and Career Counseling. Guidance and career counseling were important aspects of the dropout prevention programs. Students were provided with counseling regarding any personal and family problems that interfered with their ability to attend school. Where appropriate, counseling involved the students' parents. Students were also provided with career/vocational counseling, as well as instruction in the basics of job hunting, expected behavior on-the-job, and other aspects of holding down a job. They were also referred to other career and vocational education programs offered by the school or by community organizations.

3. Part-time Work Opportunities. Program staff at both sites found that economics was an important factor in students dropping out. Students left school either to work with their families in the field or to take paying jobs in the community. To combat this practice, both programs offered students part-time work with nonprofit organizations while they were in the dropout prevention program. The organizations provided training for the students, while the program paid the students' salaries. Students could work part of the day at the job and then attend classes in the dropout program.

The success of this type of work-study program depended a great deal on the ability of the project to find nonprofit agencies (e.g., community health care services, police department, local government, schools) that would provide jobs. Other factors that have been found to influence the success of such programs are the provision of transportation to and from the jobs, biweekly monitoring of student job performance by the employer and the director of the jobs program, and regular reporting on student performance to parents.

4. Parent Involvement. The successful dropout prevention programs involved parents of the participants in several ways. First, they required parents' permission for students to participate in the program and in the jobs component. Second, they regularly (monthly) informed parents of student attendance and progress in the program. Sometimes they also involved parents in counseling the student. Furthermore, they provided counseling to the parents on the importance of the student's participation in the program and on approaches to motivating the student to continue in school. Much of this counseling was done on an individual basis with parents during home visits. Sometimes regularly scheduled parent support groups were organized so that parents could share experiences, concerns, and parenting strategies.

Other Approaches

Another approach to dropout prevention was illustrated by the special project in California's Region VIII. There, parents were enlisted to help keep students in school. The emphasis of services was on training for families of students in grades 7 through 12. The families, including any school-age siblings below grade 7, were provided with training in the evenings in home-study skills, test taking skills, career awareness, and goal formulation. Family field trips to two- and four-year colleges were organized. A somewhat similar approach to combating dropout was found at McAllen, where the program provided leadership seminars for students. The program selected 30 students who, with six counselors, went on a weekend retreat. The counselors provided the students with leadership experiences. The students' parents were invited to participate in a preretreat orientation program, and then both parents and students were involved in follow-up sessions.

The approach taken by the Mid-Hudson project involved sponsorship of a soccer team, supervised by a counselor. A number of migrant students who had dropped out or were at risk of dropping out were on the team. Each practice session and game was followed by a counseling session.

VIII. EVALUATION

Components of Success

Evaluation is an important component of any project. A good evaluation can be used to monitor a project's progress toward achieving its stated goals and to assess the project's overall effectiveness. In addition, an ongoing evaluation can be used to identify strengths and weaknesses in a project so that resources can be reallocated, if necessary, to improve the project's effectiveness.

The evaluation of project services and staff was an important element of the operations of all of the visited projects. Two types of evaluation may be distinguished:

- Process evaluation to assess the appropriateness of procedures and identify problem areas so corrective action can be taken, if necessary; and
- Outcome evaluation to assess the overall effectiveness of the project (intervention).

Process Evaluation

The administrative staff of all the visited projects were continuously engaged in reviewing the quality and appropriateness of project staff and services. This ongoing process evaluation involved informal data collection daily through observations and conversations with project staff, school staff, and service recipients, as well as periodic formal data collection through surveys, ratings, and other types of monitoring. Informal data collection by administrators included listening to comments and suggestions from project staff members; regular classroom teachers, aides, counselors, principals, and other school staff; state technical assistance providers during visits to the project; migrant students participating in project services; and parents at PAC meetings as well as comments reported back by home-school liaison personnel from home visits. It also included regular, informal observations of instructional and support services being provided.

Several concrete examples of changes aimed at program improvement resulting from informal data collection were noted during the site visits. For example, the service delivery model for instructional services provided through the Collier County project was changed from a pull-out approach to an in-class approach as a result of data on the preferences of regular classroom teachers and principals obtained informally through conversations. In addition, at the Collier County

project, the elementary and middle-school dropout prevention program was created in response to informal suggestions by several migrant parents about the need for the project to address the dropout problem.

More formal data collection methods were surveys of the opinions of parents, students, regular classroom teachers, and migrant instructional staff members; periodic (e.g., monthly) monitoring of the performance of project staff members through performance checklists or other rating forms; and formal meetings with project staff, school staff, or district staff to discuss project performance. Examples of project changes resulting from such formal evaluation included the coordination of curriculum content and staff development activities by the Owatonna project with students' home-base schools as a result of formal communications between the project and the State of Texas, and the coordination of instructional content for students in the Mid-Hudson summer project with their regular-school-year instruction as a result of annual surveys of individual students regular-school-year classroom teachers.

Outcome Evaluation

All the visited projects conducted annual outcome evaluations, both to meet local, state, and federal requirements and to assist in improving the program. Substantial variation existed, however, in the types of outcome data gathered, particularly regarding student outcomes. In part, this variation was due to differences in the period of operation (summer versus regular-school-year) and types of services (tutorial assistance versus dropout prevention) in which each project was engaged.

Undoubtedly, data that were the most difficult to obtain on migrant students, yet generally the most desirable for program evaluation, were matched pre-/posttest scores from spring-to-spring test administrations. Eleven of the 16 visited projects were able to produce such data on at least a portion of their students. Nearly all these projects were regular-school-year programs and, missing scores were usually those for currently migrant students not present in the project for the testing. To help overcome the problem of missing data on currently migrant students and to enrich the database available for evaluation, one project (Region XI) had developed a mechanism for combining locally generated student-level data with MSRTS records. Once a student's MSRTS record was obtained, a copy was forwarded to the migrant counselors who input the record on their office personal computers. These personal computers were linked to the district computer and the

Vignette No. 9

EVALUATING A PROGRAM OF SHORT DURATION

Mid-Hudson Summer Migrant Education Program

State University College at New Paltz, New York

As with most summer programs, the staff of the Mid-Hudson Summer Migrant Education Program were faced with the problem of how to evaluate the diverse services it offered to students, given that the program was only six weeks in length. Their solution to this problem was to use a variety of different measures, each specifically chosen to assess one aspect of the program's services.

For the computer literacy and the career education components, staff members who were also on the faculty of the college's department of education developed criterion-referenced tests for administration before and after the summer program. For testing reading and math instruction, the program selected the reading and math subtests of the California Achievement Test. In addition, the program adopted a state-developed criterion-referenced skills-rating form for completion on each student at the end of participation in the program each summer. Finally, to evaluate the progress in learning English by the participants with limited English proficiency, the program elected to administer the Language Assessment Scales to these participants at the beginning and end of the summer program.

The staff have found that using multiple measures and carefully choosing and developing measures appropriate to the instruction provided enable them to gauge student progress accurately and to provide feedback to the students' regular-school-year teachers.

MSRTS data were combined with the district data on the student by matching the MSRTS identification number with the district student identification number.

Another four projects had scores on their students from pre-/posttest administration of criterion-referenced tests. Three of these projects operated during the summer and had selected a criterion-reference test rather than a standardized achievement test as their outcome measure because of the short time in which students participated in their programs.

Three projects with substantial numbers of students with limited English proficiency also reported pre-/posttest results on language assessment instruments as part of their outcome data. One project that focused on dropout prevention used the high school graduation rate for migrant students as its outcome indicator, and one summer project used secondary-student credit accruals.

In addition to student-level outcome data, the annual evaluations of the visited projects also contained a variety of other information useful for program improvement. For example, a number of projects included data from student, parent, and teacher surveys regarding satisfaction with project services; some included data on the amounts and kinds of in-service training provided to project staff; and a few provided information on activities of the parent advisory committee.

IX. ADMINISTRATIVE AND MANAGEMENT RESOURCES

Components of Success

Administrative support and good management are crucial for the success of any project. They provide the infrastructure that makes the project work. Good leaders not only manage the project's resources, they are also instrumental in establishing a positive teaching and learning climate for staff and students. Besides being academically qualified, the staff should understand and care about the migrant students.

An analysis of the case studies reveals several categories of factors related to administration and management which characterize effective migrant education projects:

- Program leadership, where directors clearly and authoritatively communicate project goals and objectives, and provide staff with leeway for innovation;
- Organizational support, which includes access to the highest levels of district administration and district-school comanagement of project services;
- Fiscal resources, including not only monies obtained through the Chapter 1--Migrant Education Program, but in-kind, charitable, and other funds and contributions as well;
- Partnerships with community organizations and with other special instructional programs in the district in order to maximize resources;
- Staff qualifications, including interpersonal skills and dedication to the program as well as knowledge and abilities, and in-service training to maintain and upgrade staff skills; and
- Facilities, including offices and classrooms, that are large enough for the purpose and provide access to a MSRTS terminal.

Program Leadership

Although the directors of the visited projects all differed from one another in backgrounds, credentials, and management styles, they shared certain characteristics that have been identified in the literature as features of effective program management. Above all, all the directors provided strong leadership to their programs. Specifically, they were all strong advocates for migrant education and for migrant students and families; all were authoritative in communicating program goals and objectives; and all provided their programs with a clear sense of direction.

Vignette No. 10

LISTENING TO STAFF IDEAS

Collier County Migrant Education Program

Immokalee, Florida

When, in 1983, the former administrator of the Collier County Migrant Education Program discovered federal funds were available for special projects, she formed a committee of teachers, parents, and administrators to design a dropout prevention program to help migrant students in secondary schools. The program, named "Strive to Achieve Yearly" (S.T.A.Y.-Sr.), began in the fall of 1984.

Implementation of the program was assigned to a newly hired S.T.A.Y.-Sr. adviser, who soon became aware of one problem with the design of the program's work-study component, namely, providing transportation for students to the work site and home after work.

At first, school liaison personnel took turns transporting the students. This arrangement, however, resulted in chaos, because the other duties of the scattered liaison personnel made it impossible for them to be at the schools and then later at the work sites. There were two shifts, one at 2:00 p.m. and one at 3:00 p.m., and the liaison personnel/bus drivers would be at clinics, homes, doctors' offices, and hospitals attending to other duties while the students were milling around the school waiting for their ride to work.

To resolve this problem, the S.T.A.Y.-Sr. adviser suggested to the program administrator that a permanent bus driver be assigned to the program. Furthermore, to ensure that the driver would have rapport with the students and their parents, she requested that the driver be bilingual in Spanish, be a former migrant, be a graduate of the local high school, and live in Immokalee. The program administrator listened to the request and the reasons for it, and then began looking for funding for the new bus driver staff position. Within a month, the position was funded and the new driver was hired.

Most important, these directors actively sought and used suggestions from their staff members, from migrant parents, and from the schools. They also gave their staff significant leeway in their areas of responsibility and encouraged them to be innovative, independent thinkers and doers. Where staff-initiated innovations were found to be effective, the directors formally incorporated the changes into the program.

Organizational Support

Project access to the highest levels of district administration. The success of any special instructional program depends on its ability to obtain resources from schools and the district when needed and to have a voice in district and school policy. This is particularly true of migrant education programs, the nature and number of whose target population--migrant students--can change radically from year to year and during the course of a school year. This variability in the need for program services requires that the program be able to access needed resources on short notice. The access to resources, in turn, requires that the program have direct access to district and school decision makers.

The regular-school-year, single-district programs in this study all had direct access to the highest levels of their districts' administration. In most cases, the migrant education program director reported directly to an assistant superintendent and was on a level equivalent to that of other district officials, such as the directors of curriculum, special education, and bilingual education. Furthermore, these directors met frequently, both informally and formally, with the assistant superintendents to exchange information. In one district (Snyder), the migrant education program director was herself an assistant superintendent, while in another (Dysart), the director was also a principal of one of the served elementary schools.

District-school comanagement. Compensatory education programs, such as migrant education, operate as supplements to the regular instructional program in a school. Therefore, they will be most effective when designed and managed in cooperation with the staff of the regular instructional program. For this reason, all the regular-school-year programs in this study reported that school input, particularly from principals and teachers, has played an important role in the design, development, and management of program services.

In many cases, programs reported that the service delivery model used by the program (i.e., in-class, pull-out) was developed as a result of suggestions from teachers. Region XI, for example, noted that it switched from a pull-out model for

service delivery to an in-class model at the request of teachers, and that as a result everyone was much happier with the program. On a larger scale, both Region VIII and Snyder reported that the service delivery models they used differed from one served school or teacher to another, the model being negotiated with school staff on a school-by-school basis.

Both Region XI and Collier County reported the same type of school-by-school negotiation with respect to their after-school dropout prevention programs, where school staff helped select the types of services offered, as well as the content of the instruction, and were part of the instructional staff for the program. Such negotiation helps to build a consensus among school staff around the program and improves its chances of successful implementation.

Fiscal Resources

Most of the visited projects were funded, on paper, nearly 100 percent through Chapter 1--Migrant Education funds. Closer examination of what services were provided and how they were paid for, however, revealed that all projects availed themselves of some form of charitable or in-kind contributions from the districts and schools they served and organizations in the community. Typically, districts provided facilities for direct services to students and for parent meetings, with accompanying custodial security. In addition, some districts provided bus transportation for students to and from after-school, evening, and weekend services. Several districts also contributed instructional materials. In some cases services originally provided by the migrant education program were taken over in part or entirely by the district and paid for out of district funds. Generally, this occurred only where the service was expanded to nonmigrant as well as migrant students, or where the level of Chapter 1--Migrant Education funds fell and a needed service could no longer be supported through that funding source.

The visited programs received a variety of charitable and in-kind services from community organizations, including food, clothing, job training, career and vocational guidance services, and health services.

Partnerships

A number of projects, particularly those serving larger student populations, have entered into partnerships with other organizations in the community to provide needed services. An example of this, discussed previously, is the cooperative agreement between the Collier County Public Schools and the Redlands Christian Migrant Association, through which the program operates its after-school dropout

prevention program. The Region XI migrant education program also provides several examples of the use of cooperative agreements. There, the program has entered into agreements (1) with the local college (Cabrillo College) to provide dental hygiene services, (2) with the Greater Santa Cruz Community Association and the college to provide dental work, and (3) with the Santa Cruz Department of Health to provide vaccinations to migrant students.

Staff Qualifications and In-service Training

The single greatest expenditure at each of the visited projects was for staff salaries and benefits, in some cases accounting for as much as 89 percent of the project's grant. The majority of this money was spent to pay staff members who provided direct instructional services to students. Repeatedly, project directors reported that they spent much time and effort on locating and hiring highly qualified staff as a means of providing high-quality services, reducing the need for preservice training, and lowering administrative costs. Evidence from the site visits revealed that the projects had succeeded in attracting good staff. In fact, if one factor responsible for the success of the study's projects had to be singled out, it would be the high quality and dedication of the projects' staff members.

It is extremely difficult to specify the precise characteristics of effective staff members, because a great deal has to do with individual personality. Nevertheless, members of the staff at the visited projects had the following characteristics:

- Migrant education project directors/coordinators/administrators and directors of special components (e.g., work-study components, dropout prevention components) generally held advanced degrees (M.A.s or Ph.D.s/Ed.D.s) in education, had several years' experience administering compensatory education programs before they joined the staff of the migrant education program; often worked less than full-time for the project, but spent more hours working for the project than were billed to migrant education; and tended to be strong advocates to the community and the school administration for migrant students and the migrant education program.

- Migrant education resource and classroom teachers were, for the most part, certified teachers with a college degree and often with five or more years prior teaching experience; participated in several in-service training sessions on migrant education during the school year; had good knowledge of their subject matter areas; established and maintained good rapport with students; went out of their way to contact parents (e.g., through home visits) and to generate parent involvement; and often spent some of their own free time working with migrant students or on migrant education project activities.

- Migrant education tutors were either high school graduates with additional training in content subjects or high school students who were getting good grades in school; were themselves usually current or former migrants or, if not, were from the same ethnic and linguistic background as the students; and were willing and able to follow the directions of the classroom teacher with whom they worked.

- Migrant education health care staff were either certified nurses or health educators with a college degree, and at least one member of the health care staff was always a former or current migrant who knew both the local migrant community and the local health care agencies and facilities well.

- Migrant education counselors held a degree in student counseling; were often former migrants themselves or from the same ethnic and linguistic background as the students; and were willing to serve as advocates for migrant students, as appropriate, in interactions with school administrators, employers, and the like.

- Home-school liaison personnel/recruiters were often current or former migrants who were well known and respected in the local migrant community and spoke both English and the native language of migrant parents, and spent more time in the community making home visits than in the office.

Another characteristic of the staff members at the visited projects was their flexibility in terms of job assignments. Staff members at many of the projects took on a variety of job responsibilities, which differed from day to day. For example, at the Snyder project, the director also served as the migrant student counselor, while the records clerk also served as the home-school liaison person. At the Owatonna project, one teacher taught junior high students in the morning and served as a secondary resource teacher in the afternoon, and an elementary art teacher taught art in the morning and taught a GED class in the evening.

Once staff were hired, projects found it imperative to maintain and improve on the particular knowledge and abilities of the staff members. Therefore, each project provided for regular in-service training for staff. In districts with central in-service programs for instructional staff, migrant staff participated in this program. In addition, the administrators of the migrant education program worked with the district staff responsible for in-service training to ensure that the district program covered topics relevant to migrant education.

Beyond such district in-service training, migrant education programs provided their own regular (monthly or quarterly) in-service training for staff and arranged for staff to attend state and regional migrant education conferences, where they came in contact with instructional methods and approaches that have proved effective in other projects.

Vignette No. 11

CREATING QUALIFIED TEACHERS

Paraprofessional Undergraduates Providing
Individualized Learning Services (PUPILS Program)
Region XI, Pajaro Valley U.S.D., California

Finding qualified teachers who are bilingual and understand the life-style and needs of migrant students is a problem for programs nationwide. In Region XI, a partial solution to this problem is provided by the MINI-CORPS and PUPILS programs. Both programs enable instructional aides working with the migrant program to pursue a teaching degree while continuing to work in the program. They differ in that participation in MINI-CORPS, a state program, is limited to aides from a migrant background whereas PUPILS, a district program, is open to all instructional aides working in the migrant program.

For the PUPILS program, bilingual students at a nearby college are recruited to work as instructional aides in special projects of the Region XI migrant education program for two to three days a week. On other days and in the evenings, they attend college and work toward their teaching degrees. In addition, PUPILS students receive one-and-one-half hours of in-service training from the migrant program staff per week and are evaluated by a master teacher each semester.

Although only four years old, the PUPILS program has already produced four certified teachers who work for the Pajaro Valley U.S.D., as well as four teachers who work for other districts.

Facilities

The visited projects were found to have adequate or, in a few cases, more than adequate facilities for both their program offices and services. Program offices were large, with plenty of space for staff to meet with parents and other staff. In addition, most had both their own computers for administration and some had a MSRTS terminal. School-based staff had separate rooms for their offices and for instruction, comparable to those of the regular school staff.

X. REPLICATION AND TRANSFER OF PRACTICES

In replicating or transferring a practice that has proved successful to one site at another site, a number of factors should be considerated. Among these are the processes used to generate support for the practice among school board members, teachers, school and district administrators, and the general community; the nature and organization of the planning for the practice; the development of a funding proposal; and the processes for clarifying and adapting the practice as it is being implemented.

The data obtained from the site visits to effective projects in this study revealed three factors that are most important in the implementation of effective practices:

1. Strong program leadership;
2. Quality of the staff; and,
3. Support from the community, district administration, and school staff.

When considering the implementation of a new practice, the following questions should be considered:

- Has the practice been demonstrated to be effective in a context similar to yours in terms of such variables as size of the district or consortium of districts, ratio of migrant to nonmigrant students, ratio of currently migrant to formerly migrant students, ethnic/linguistic background of the migrant students, duration of the program (summer, regular term), and grade level of the students to be served?

- How was the practice implemented at the model site and by whom?

- What steps have been taken to generate support for the change from the community, district administrators, and school staff members; and did any of these people participate in the planning process?

- How have successful practices been implemented at your site in the past? What factors have helped or hindered the change process?

- What types of staff are needed to implement the practice? Can it be implemented with existing staff? Will they need additional training or are new staff needed?

- How will the practice be funded, and what is the required level of funding? Can some of the required resources be obtained though voluntary or in-kind sources?

- What facilities will be used?
- Do modifications need to be made in the practice for it to work for you? For example, if the practice at the model site was implemented through a partnership with a community organization for which there is no parallel in your community, is there another type of agency (e.g., a local college) that could substitute or can you do it yourself?
- Do modifications need to be made in existing services or programs to accommodate the new practice?

All the evidence suggests that the effective practices described herein can profitably be replicated at other sites. However, the extent to which these practices will result in comparably favorable outcomes for migrant students depends in large part on the local answers to these questions.

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Appendix A

CONCEPTUAL MODEL FOR THIS STUDY

EXHIBIT A.1. Conceptual Model of
Migrant Student Education

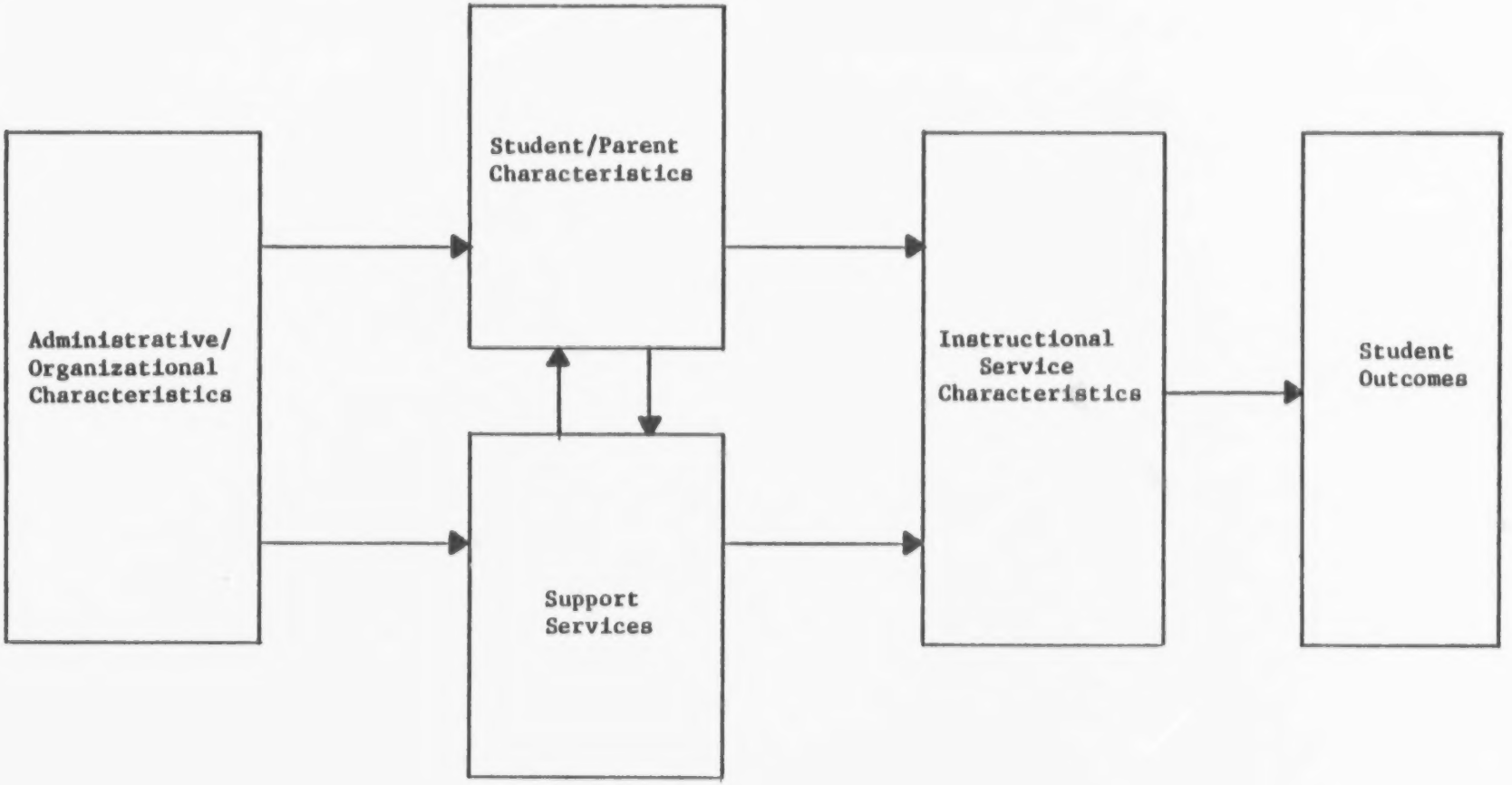

EXHIBIT A.2. Components of the Conceptual Model

1. **Administrative/Organizational Characteristics**

Administrative Context

- State education agency/local education agency roles in decision making
- Participation in/commitment to MSRTS
- Interstate/intrastate coordination efforts other than MSRTS
- Organizational size, financial status, priorities

School Context

- Level: Elementary versus Secondary
- Principal leadership
- Emphasis on academic goals
- Proportion of migrants in school
- Involvement of migrants in social activities
- Involvement of migrant parents
- Coordination between sending and receiving schools
- Recognition of students' ethnic/cultural background

Community Context

- Attitudes regarding programs
- Involvement in program implementation
- Community size
- Community composition
- Stability versus flux in community
- School-bound traits, attitudes
- Community recognition of program

Program

- Academic year versus summer program
- Predominately active versus former migrants served
- Length of time in operation
- Outreach activities
- Recruitment activities
- Other instructional/support services for which migrant students are eligible
- Service delivery structure (e.g., in-class, pull-out, flexible scheduling)

(Exhibit A.2, continued)

2. Student/Parent Background Characteristics

- Grade
- Age
- Attendance
- Number of schools enrolled in each year
- Point in school year when moves are made
- Years in school
- Working versus nonworking migrant child
- Consistency of enrollment from year to year (same school, different schools)
- Student motivation/goals
- Health status
- Language background
- Parent support for education
- Active migrant/formerly migrant status
- Parent/family income
- Parent expectations for child's future
- Parent involvement in education
- Interstate versus intrastate migration pattern

3. Support Services

- Health services
- Counseling/psychological services
- Home social services
- Parent education and parent involvement activities
- Language and cultural background of service providers
- Career and academic counseling

4. Instructional Service Characteristics

Teacher Characteristics

- Experience
- Education
- Years in same school
- Cultural background
- Language background in students' language
- Language background in English
- Training in areas related to migrant, to bilingual education/English as second language/compensatory education
- Coordination with other schools regarding instruction of migrant students
- Attitudes/expectations regarding migrant students and instructional/program implementation practices
- Coordination with summer or year-round program
- Coordination with aides and other teachers

(Exhibit A.2, continued)

Instructional Characteristics

Content of instruction: subject areas
Hours of instruction
Consistency of instruction received
Teacher's direct instructional time with students
Student time-on-task
Language of instruction
Academic task organization (whole class, grouping, individual instruction, etc.)
Level of academic task
Teacher's use of parent involvement practices
Proportion of migrant students in class
Language background(s) of students in class

5. Student Outcomes

Academic achievement
Acquisition of specific skills
English language ability
Attendance
Decreased dropout rate/increased graduation rate
Grade point average

6. Implementation Characteristics

Planning
Generation of support (e.g., school board, teachers, administrators)
Communication to staff and staff development activities
Clarification and adaptation (role of administration versus teachers)
Institutionalization

Appendix B

TOPIC INDEX TO CASE STUDIES IN VOLUME II

Topic Index to Case Studies in Volume II

Identification and Recruitment

Intensive Home Visits	Minidoka County	II- 84
	Princeville	II-107
	Owatonna	II-135
	Hancock-Harrison	II-146
	Glendive	II-152
	Snyder	II-187
Networking	Region VIII	II- 28
	Minidoka County	II- 84
	Dodge City	II-116
	Dorchester County	II-127
	Hancock-Harrison	II-146
	Glendive	II-153
	Hatch Valley	II-167
	Mid-Hudson	II-177
	Snyder	II-187
	McAllen	II-198
Word-of-Mouth Advertising	Dysart	II- 17
	Upper Valley	II- 96
	Owatonna	II-135
	Hancock-Harrison	II-146
	Glendive	II-153
	Hatch Valley	II-167
	McAllen	II-198
Contact with Enrollment Officials	Region VIII	II- 29
	Region XI	II- 46
	Collier County	II- 69
	Upper Valley	II- 96
	Snyder	II-187
	McAllen	II-198

Student Needs Assessment and Prioritization of Services

Fair Application of Assessment and Placement Procedures	Region VIII	II- 29
	Region XI	II- 47
	Collier County	II- 69
	Minidoka County	II- 85
	Upper Valley	II- 97
	Hatch Valley	II-167
	Snyder	II-187

(Index, continued)

Provision of Supplementary Information	Region VIII	II- 29
	Region XI	II- 47
	Upper Valley	II- 97
	Hancock-Harrison	II-147
	Mid-Hudson	II-177
	McAllen	II-199
Curriculum and Instruction		
Instructional Services during the Regular School Day	Dysart	II- 17
	Region VIII	II- 30
	Region XI	II- 48
	Collier County	II- 70
	Minidoka County	II- 85
	Upper Valley	II-100
	Princeville	II-107
	Dodge City	II-117
	Dorchester County	II-128
	Owatonna	II-137
	Hancock-Harrison	II-147
	Glendive	II-154
	Hatch Valley	II-168
	Mid-Hudson	II-178
	Snyder	II-188
	McAllen	II-199
Extensions of the School Day	Dysart	II- 18
	Region VIII	II- 30
	Region XI	II- 55
	Collier County	II- 74
	Owatonna	II-138
	Mid-Hudson	II-178
	McAllen	II-200
Positive Climate for Learning	Dysart	II- 18
	Region XI	II- 59
	Collier County	II- 73
	Upper Valley	II-100
	Dodge City	II-118
	Hancock-Harrison	II-147
	Snyder	II-189
	McAllen	II-199
Support Services		
Advocacy, General Assistance, and Referral	Dysart	II- 19
	Region VIII	II- 33
	Region XI	II- 49
	Collier County	II- 68
	Minidoka County	II- 87
	Upper Valley	II-101

(Index, continued)

(Advocacy, General Assistance, and Referral)	Princeville	II-108
	Dorchester County	II-129
	Owatonna	II-139
	Hancock-Harrison	II-148
	Glendive	II-157
	Hatch Valley	II-167
	Mid-Hudson	II-179
	Snyder	II-191
	McAllen	II-200
Counseling	Region VIII	II- 31
	Region XI	II- 49
	Collier County	II- 72
	Princeville	II-109
	Hancock-Harrison	II-148
	Snyder	II-191
	McAllen	II-200
Health Services	Dysart	II- 19
	Region VIII	II- 33
	Region XI	II- 49
	Upper Valley	II-101
	Dodge City	II-119
	Owatonna	II-139
	Hancock-Harrison	II-148
	Glendive	II-157
	Hatch Valley	II-168
	Mid-Hudson	II-179
	Snyder	II-191
Parent Involvement		
Active Parent Advisory Committee	Region VIII	II- 34
	Minidoka County	II- 87
	Princeville	II-110
	Dorchester County	II-129
	Owatonna	II-140
	Glendive	II-158
	Hatch Valley	II-169
	Snyder	II-192
	McAllen	II-201
Involving Parents at the School	Dysart	II- 19
	Region VIII	II- 34
	Owatonna	II-144
	Hatch Valley	II-170
	Snyder	II-192
	McAllen	II-201

(Index, continued)

Training, Workshops, and Conferences for Parents	Region VIII	II- 34
	Region XI	II- 62
	Princeville	II-110
	Snyder	II-192
	McAllen	II-201
Dropout Prevention		
Elementary/Middle School	Region XI	II- 59
	Collier County	II- 72
Secondary School	Region XI	II- 55
	Collier County	II- 72
Other Approaches	Region VIII	II- 34
	Mid-Hudson	II-180
	McAllen	II-200
Coordination of Services		
Other Districts and Schools	Dysart	II- 19
	Region VIII	II- 27
	Princeville	II-106
	Owatonna	II-143
	McAllen	II-198
Other Instructional Programs	Dysart	II- 19
	Region VIII	II- 36
	Region XI	II- 60
	Collier County	II- 74
Summer and Regular-School-Year Programs	Region VIII	II- 28
	Collier County	II- 74
	Princeville	II-106
	Dodge City	II-116
	Dorchester County	II-128
	Owatonna	II-134
	Hatch Valley	II-166
	Mid-Hudson	II-176
Other Agencies	Collier County	II- 74
	Princeville	II-109
	Dorchester County	II-129
	Owatonna	II-135
	Glendive	II-157
Evaluation		
Process Evaluation	Dysart	II- 13
	Region VIII	II- 38
	Region XI	II- 43

(Index, continued)

(Process Evaluation)	Collier County	II- 67
	Dodge City	II-115
	Owatonna	II-133
	Glendive	II-151
	Hatch Valley	II-166
	Mid-Hudson	II-175
	Snyder	II-185
	McAllen	II-197
Outcome Evaluation	Dysart	II- 22
	Region VIII	II- 38
	Region XI	II- 61
	Collier County	II- 74
	Minidoka County	II- 90
	Upper Valley	II-103
	Princeville	II-111
	Dodge City	II-121
	Dorchester County	II-131
	Owatonna	II-143
	Hancock-Harrison	II-149
	Glendive	II-161
	Hatch Valley	II-172
	Mid-Hudson	II-182
	Snyder	II-194
	McAllen	II-203

Administration and Management Resources

Program Leadership	Dysart	II- 19
	Region VIII	II- 35
	Region XI	II- 52
	Collier County	II- 76
	Minidoka County	II- 88
	Upper Valley	II-101
	Glendive	II-159
	Snyder	II-193
Organizational Support	Dysart	II- 19
	Region VIII	II- 35
	Region XI	II- 52
	Collier County	II- 76
	Minidoka County	II- 88
	Snyder	II-193
Fiscal Support	Dysart	II- 19
	Region VIII	II- 35
	Region XI	II- 52
	Collier County	II- 75
	Upper Valley	II-101
	Snyder	II-193
	McAllen	II-201

(Index, continued)

Partnerships	Region XI	II- 63
	Collier County	II- 72
	Dorchester County	II-126
	Owatonna	II-143
	McAllen	II-198
Staff	Dysart	II- 19
	Region VIII	II- 35
	Region XI	II- 52
	Collier County	II- 76
	Minidoka County	II- 88
	Upper Valley	II-101
	Princeville	II-110
	Dodge City	II-120
	Dorchester County	II-130
	Owatonna	II-141
	Hannock-Harrison	II-148
	Glendive	II-159
	Hatch Valley	II-170
	Mid-Hudson	II-180
	Snyder	II-193
	McAllen	II-201
Facilities	Dysart	II- 21
	Region VIII	II- 38
	Region XI	II- 53
	Collier County	II- 77
	Minidoka County	II- 89
	Upper Valley	II-103
	Princeville	II-111
	Dodge City	II-121
	Dorchester County	II-130
	Owatonna	II-142
	Hancock-Harrison	II-149
	Glendive	II-160
	Hatch Valley	II-171
	Mid-Hudson	II-182
	Snyder	II-194
	McAllen	II-202

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